



Volume 13

APRIL 1939

Number 8

# WILSON BULLETIN

## FOR LIBRARIANS



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*Phyllis Fanner*

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# WILSON BULLETIN FOR LIBRARIANS

APRIL 1939

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Editor: *Stanley J. Kunitz*, . . . . Business Manager: *Charles R. Brockmann*

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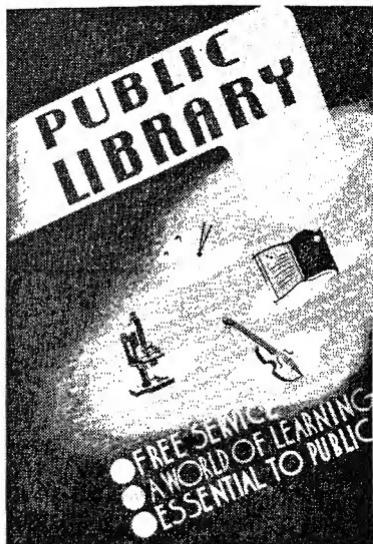
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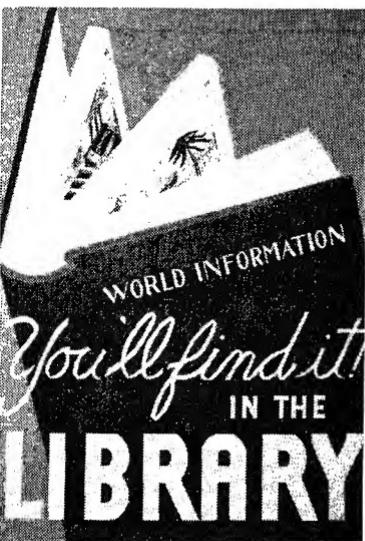


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# The Literary Calendar



1939

## FEBRUARY

(Continued from the March *Bulletin*)

**February 15.** Elizabeth Ellery Dana, author, historian, genealogist and last surviving child of Richard Henry Dana, author of *Two Years Before the Mast*, died at her home in Cambridge, Mass., at the age of 92.

**February 15.** J. B. Lippincott and the London publishers Hodder & Stoughton, Ltd., are in search of a first novel "in the great romantic tradition." The booty is \$2,500 in cash, an all-expense travel award, and an assured income of \$2,500 a year for four years from the date of publication of the winning novel.

**February 19.** The original autographed manuscript of *Look Homeward, Angel*, famous first novel of the late Thomas Wolfe, brought \$1,700 at an auction in New York's Hotel Delmonico conducted by the League of American Writers for the benefit of exiled anti-Nazi authors and the rehabilitation fund of the Abraham Lincoln Brigade. The evening netted over \$8000, and Raymond Massey, Jean Muir, Rockwell Kent, and Lillian Hellman were among the honorary auctioneers.

**February 20.** Eugene J. Young, cable editor of the New York Times and writer on international affairs, died in New York City in his sixty-fifth year. His *Looking Behind the Censorships* appeared in 1938, and his *Powerful America* brought him a recent invitation to address the War College, an honor seldom extended to a civilian who is not a technical expert.

**February 27.** Erskine Caldwell, author of *Tobacco Road*, and Margaret Bourke-White, New York photographer, were married in Reno, Nev.

**February 28.** Both the Stackpole and the Reynal & Hitchcock editions of Hitler's *Mein Kampf* remained on sale, following the United States District Court's refusal to issue a preliminary injunction against Stackpole Sons restraining them from printing and selling their translation. Houghton Mifflin Company, who claimed sole copyright and ceded the same to Reynal & Hitchcock, had asked for the injunction. Judge Alfred C. Coxe stated that the case was not "sufficiently clear" to warrant such an issuance. Houghton Mifflin's suit for a permanent injunction will be heard later.

**March 4.** Before the Gallery First Nighters' Club in London, J. B. Priestley hurled some bitter words at the enemies of "the serious theatre in England"—the Government, which regards the theatre simply as a source of revenue; the Press, whose criti-

cism is "getting rapidly beneath contempt"; and the wealthier audience (the "twelve-and-sixpenny stalls"), whom he regards as both idle and stupid.

**March 5.** Lewis Browne, author, speaking at the Community Church in Town Hall, New York City, expressed a hope that the new Pope would continue the Vatican's policy of opposition to the racial theories of the totalitarian states. If the Catholics, he said, do not attend to Rev. Charles E. Coughlin once and effectively, they may wake up one morning here in America . . . with a very dark brown-shirt taste in their mouths."

**March 6.** Winston Churchill's recently proposed action against Messrs. William Heimann Ltd., English publisher, and Geoffrey Dennis, author of *Coronation Commentary*, will not be heard. Any intention to attack Mr. Churchill in any personal capacity has been disclaimed by the defendants and they have agreed to indemnify him in respect of his costs and other expenses.

**March 8.** Pearl Buck, 1938 Nobel Prize winner, speaking at a dinner in her honor at the American Woman's Association, asserted that women's brains "are a source of lost power, like flood water." Men excel in politics, business, etc., because "they are obliged to, or starve. Women excel at nothing much because they don't have to."

**March 8.** Mrs. Bess Streeter Aldrich, writer of prairie stories for more than twenty years and author of the current bestseller *Song of Years*, who came East to be a guest of honor at the Women's National Press Club in Washington, found that Elmwood, Neb., would still make a better home than New York.

**March 8.** Mme. Eve Curie, author of the biography of her mother, the late Mme. Curie, arrived in New York on the French liner Paris. She confessed surprise at the success of her book, Madame Curie, and at a fashion group report which cited her as one of the world's best-dressed women.

**March 13.** Professor Lucien Levy-Bruhl, French Jewish philosopher and sociologist, died in Paris in his eighty-third year. He was a member of the French Academy, wrote a number of works on the moral and political ideals of Germany and England, the theories of Comte and Durkheim and the mentality of primitive peoples.

**March 14.** Princeton University Press, in cooperation with the Authors' League of America, the Dramatists' Guild of America and the Rockefeller Foundation, will issue in a series of twenty volumes one hundred lost plays, hitherto unpublished, covering a century and a half of the American theater.



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## Current Library Favorites

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### FICTION

AUTHOR	TITLE	POINTS
1. Daphne Du Maurier, <i>Rebecca</i> .....	250	
2. Rachel Field, <i>All This and Heaven Too</i> .....	237	
3. Lloyd C. Douglas, <i>Disputed Passage</i> .....	13.	
4. Howard Spring, <i>My Son, My Soul</i> .....	117	
5. A. J. Cronin, <i>The Citadel</i> .....	103	
6. Margaret Mitchell, <i>Gone With the Wind</i> .....	93	
7. Marjorie Kinnan Rawlings, <i>The Yearling</i> .....	83	
8. Phyllis Bottome, <i>The Mortal Storm</i> .....	39	
9. Bess Streeter Aldrich, <i>Song of Years</i> .....	32	
10. Laura Krey, <i>And Tell of Time</i> .....	31	

**COMMENT:** *Disputed Passage* has come up from sixth position into third, displacing *My Son, My Son*, which has dropped down one place. The single new fiction title this month is *Song of Years*. The three non-fiction leaders are the same as last month, with *My Battle* and *Alone* having changed places. *A Peculiar Treasure* and *Tales of a Wayward Son* are newcomers to the non-fiction list.

**CHILDREN'S BOOKS:** The following five titles are at the top of the children's request list: *Sue Barton, Senior Nurse*, by Helen D. Boylston, *Huckleberry Finn*, by Mark Twain, *Ferdinand*, by Munro Leaf, *Sue Barton, Visiting Nurse*, by Helen D. Boylston, and *Mr. Popper's Penguins*, by Richard Atwater.

\* Atlanta, Baltimore, Birmingham, Boston, Brooklyn, Buffalo, Cleveland, Dallas, Denver, Des Moines, Detroit, Indianapolis, Kansas City (Mo.), Los Angeles, Louisville, Memphis, Minneapolis, New Orleans, Newark, New York City, Pittsburgh, Portland, Salt Lake City, San Francisco, Springfield (Mass.), and Toronto.

*(Continued from page 516)*

**March 14.** Eric S. Pinker, head of Pinker & Morrison, New York literary agents, was remanded to the Tombs without bail on a charge of grand larceny in allegedly appropriating to his own use \$21,000 belonging to E. Phillips Oppenheim, British novelist.

**March 16.** Herbert Krause, 34-year-old Minnesota author and teacher, won the annual \$1000 award of the Friends of American Writers for his first novel, *Wind Without Rain*.

### NON-FICTION

AUTHOR	TITLE	POINTS
1. Margaret I. Some	"In Malice Towards	197
2. Anne Lindbergh, <i>Listen the Wind</i> .....	161	
3. Arthur Hertzler, <i>Horse and Buggy Doctor</i> .....	123	
4. Richard E. Byrd, <i>Alone</i> .....	138	
5. Adolf Hitler, <i>My Battle</i> .....	87	
6. Edgar Ferber, <i>A Peculiar Treasure</i> .....	87	
7. Lin Yutang, <i>The Importance of Living</i> .....	80	
8. Carl Van Doren, <i>Benjamin Franklin</i> .....	79	
9. Bertha Damon, <i>Grandma Called It Carnal</i> .....	49	
10. Ernest Gruening, <i>Tales of a Wayward Son</i>		

Entries are judged on the basis of "originality of technique and value as a piece of American literature."

**March 19.** Waddy Thompson, author of American history textbooks which are standard in many States of the Union and in some of the public schools of England, died in Atlanta, Ga. at 72. His father, the late Hugh S. Thompson, was one time Governor of South Carolina, Assistant Secretary of the Treasury under President Grover Cleveland, and a member of the Civil Service Commission.

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### May Book Club Choices

*Book of the Month Club*  
Captain Horatio Hornblower, by C. S. Forester  
v boxed Little

*Literary Guild*  
Stories of Dorothy

*Junior Literary Guild*  
Older boys: Leif the Lucky, by Frederic Arnold Kummer, V on the Moon  
Older girls: Three Sisters, by Cornelia Spencer  
oh Day  
Intermediate group: An Ear for Uncle Emil, by Eva Rose Gaggin, Viking  
Primary group: Ju-Ju and his Friends, by Maria van Vrooman, Whitman

*Catholic Book Club (April)*  
Dual selection  
From the Four Winds; Selections from the magazine of poetry *Spirit*, Catholic Poetry Society  
The Portugal of Salazar, by Michael Derrick  
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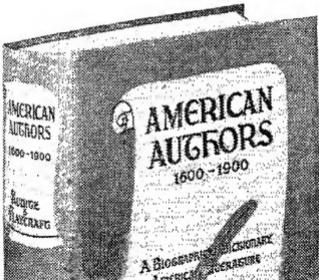
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# Ludwig Bemelmans

**N**O ordinary restaurateur would be likely to observe that in a hotel

. . . there is design . . . not in its elegant rooms, not in the fashionable people, but . . . in our frightened old waiters, in the hands of cooks—fat fingers sliding around the inside of pots buttering them, sitting together on a carrot and slowly feeding it to the chopping knife. There is color in the copper casseroles and in the back of Kalakolé, the Senegalese Negro who scrubs them in the white, tiled scullery.

But Ludwig Bemelmans, with a critical awareness, a sense of humor, a verbal artlessness, and an able brush, has done just that in *Life Class*: from sketchy behind-the-scenes blueprints of the Astor, the McAlpin, and the Ritz (as well as of pre-War Bavaria) emerges a succession of spectral literary designs.

Ludwig Bemelmans was born on April 27, 1898, the son of Lambert Bemelmans, a Belgian painter who was called "flycatcher" because he walked with such light steps, and Frances (Fischer) Bemelmans, the daughter of a prosperous Bavarian brewer who could drink thirty-six mugs of beer in one evening. He was brought up at Grandfather Fischer's in Regensburg and acquired a profound respect for his Uncle Veri, who kept in trim by carrying a cast-iron walking-stick and an iron-stemmed umbrella.

After two years at the near-by Lyceum he was sent to a private academy in Rothenburg, from which the Rector himself expedited his release. His Uncle Hans ("full of Americanische Tricks") owned a chain of fine mountain hotels, and there in Tyrol proposed to teach his nephew the hotelier's game from the bottom up. But within a year Ludwig had run thru all of his uncle's resorts; every manager had failed and sent him back. Uncle Hans, moreover, discouraged the child's water-color experiments, telling him that painters were "hunger candidates." It was, then, either a German reform school, where he would be disciplined by "the ends of a rope soaked in tar," or America, where they would "sheer his pelt and clip his horns."

He chose America.

In December 1914 Bemelmans sailed from Rotterdam with a few letters of introduction to New York hotel managers. For a week he filled water bottles and carried trays at the Astor. But too many dishes crashed. And he blasted his career at the McAlpin by putting in an appearance with one white and one yellow shoe. He plunged into his trunk for another letter—this one, the last, to Mr. Otto Brauhaus, manager of the "Hotel Splendide." He was engaged as a *commis* (a waiter's runner) and soon began to discern the subtle complexity and finesse of guest diplomacy and the *maitre d'hôtel's* special technique in munching without moving either cheeks or jaws. (One, true enough, with a front tooth missing, was repeating Frank Munsey's order for some *tête de veau en tortue* when an olive pit shot out thru the hole and landed in Mr. Munsey's soup.)



LUDWIG BEMELMANS

Within a few months Bemelmans was to account for the daily disappearance of a bunch of supremely "special" Belgian grapes, for the swinging of a platter at a *garde-manger's* head, and for the annihilation of the German Ambassador's breakfast tray; he was discharged, but immediately got a job in the Grill Room.

On helping Marshal Joffre on with his coat one evening, Bemelmans was tenderly chided for a piece of unidiomatic French; and about a day later he decided to join the United States army. He was stationed, during our participation in the War, first at Fort Ontario, near Oswego, N.Y., with the Field Hospital, Unit N, and then at the Officers' Training School at Camp Gordon, near Atlanta, Ga. *My War with the United States* (1937) is a translation of his German diary—sober, candid, and hilarious—covering that period.

After the Armistice he returned to New York, became an associate of "Mr. Sigsig," assistant head of the banquet department of the Hotel Splendide, where even the busboys could play the market—and remained there until 1925.

In the spring of 1927 Bemelmans made a 4-month tour of Ecuador and brought back a swarm of ideas, both writable and paintable. His illustrations for his own volumes as well as for the *New Yorker*, *Vogue*, and *Town & Country* have an unmistakable briskness and economy of line; and he is now at work on two books. He suffers from insomnia, regards writing as "occupational therapy," and says he would stop doing it if he could sleep.



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# R. H. Bruce Lockhart

**R**OBERT HAMILTON BRUCE LOCKHART was born, September 2, 1887, at Anstruther (Scotland) in the East Neuk of the Kingdom of Fife, son of R. Bruce Lockhart, a schoolmaster, and Florence Stuart (MacGregor) Lockhart. The fact that Andrew Selkirk, whose maritime mishaps inspired Defoe to write *Robinson Crusoe*, was a native of Fife impressed young Bruce only indirectly, for his family removed to Beith when he was less than a year old. Here in the kindergarten of Spier's School he was the traditionally bumptious (but unmalicious) headmaster's son, who had twice read *Kidnapped* before he was six and who had digested the variform wisdom of Peter Parley's *Universal History* at the age of seven. He attended Merchiston Castle (Edinburgh) and Scafield House (Broughly Ferry) and then secured a "foundationship" at Fettes College, where he spent five years "in the worship of athleticism." He was enrolled at Institut Tilley, in Berlin, maintained by a Prussian whose methods were "Spartan and pitiless"; and he glazed off his French in Paris, steeping himself all the while, in the "exotic sentimentalism of Loti."

In his twenty-second year came the high-flown prospects of big money in the Malay States rubber industry, in which his uncle was a pioneer. Lockhart sailed for Singapore; worked for a while as a "creeper" on a plantation, delighting, for the most part, in the Malay gentleman's "profound contempt for work"; and he was shortly made the sole representative of the British Raj. It was, he said, only a small weekly packet of serious literature that saved him from the "clutches of the Eastern Trinity of opium, drink, and women." His youthful infatuation for the Sultan's niece ended in his quick departure on a recuperation voyage to Japan, following a violent attack of malaria. Returning to the Highlands, he found himself, in the eyes of his family, a "moral leper" for whom there was no fatted calf! However, he prepared for the Consular Service examinations and by spotted excellence passed from "the ranks of the ne'er-do-wells to the Valhalla of heroes."

At the end of about three months as junior vice-consul in the Foreign Office (1911) he was appointed Vice-Consul at Moscow. He was married, on his first leave in 1913, to Jean Haslewood Turner (from whom he obtained a decree nisi, 1938). Before the Consul-General's return to England and the British Ambassador's withdrawal—at which time Lockhart was made the unofficial British representative to the Bolshevik Government—he sent back numerous sketches of Russian life to the *Manchester Guardian*.

Political intrigue, at this moment, was not slow in thickening: on the evening of August 31, 1918, two shots were fired on Lenin by one Dora Kaplan; Lockhart's flat was ransacked by Cheka agents and he himself spent the



R. H. BRUCE LOCKHART

night in prison; he was branded as a likely accomplice in attempts to murder both Lenin and Trotsky, to set up a military dictatorship, and to reduce the population of Moscow and St. Petersburg to starvation. From "Loubianka No. 11" he was transferred, on September 8, to the Kremlin, which no one, hitherto, had left alive. On October 2, he was released in eventual exchange for Litvinoff, who had been held in England. Lockhart returned to Whitehall, remained under public glare for some time, and then retired temporarily to Scotland.

He was assigned to the diplomatic corps at Prague; served, after 1922, on the staff of the Anglo-Austrian bank; and then, at the invitation of Lord Beaverbrook, entered Fleet Street. He himself believed he would never make a good journalist and strongly considered withdrawal, but for nearly seven years he "drifted on the slack tide of postponement."

In 1937 he escaped from London routine and returned to Central and Southwestern Europe to revise (*Guns or Butter*, 1938) his earlier observations. The decade immediately following the War was covered in *Retreat from Glory* (1934) and *Return to Malaya* (1936); the Russian interlude in *British Agent* (1932); and his early years in *A Son of Scotland*. England during the last ten years is the subject of a volume now in preparation.

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# WILSON BULLETIN FOR LIBRARIANS

*April 1939*

## “Flyin’ High”

A MAGAZINE FOR THOSE WHO HAVE STORIES IN THEIR HEADS

*By Phyllis Fenner \**

“**I**’VE got to hurry home,” panted Paul, as he ran madly past the library door at three o’clock, “I’ve got a story in my head and I want to write it down before I forget it.”

The first meeting of the editorial staff of *Flyin’ High* was over. The editors, in a more or less excited fashion, had discussed what magazines in general contained, what the aim of their magazine was to be, and other important subjects. The editors left the library feeling that they were going to do big things. Was it not the first *real* magazine the school had had? Of course, there had been class magazines and newspapers but they had been filled with class doings, news and many articles on the same subject done by every member of the class and corrected until they all sounded alike. No one had been interested in reading them, altho making them had been fun.

It really all began with Teddy. Teddy was the “swing poet” of the school. He used, at first, to stick little wads of paper into my hands as his class marched out at noontime past the library door. These little folded bits of paper contained poems. Becoming bolder, Teddy came to the library and, in a sweet serious little voice, would sing me his “swing” poems.

One day he said with much pride, “You know, Miss Fenner, I inherited my writing.” In some surprise I said, “Why, Teddy, who writes in your family?” “My

mother,” he replied, “She wrote a college cheer once.”

Well, it was for people just like Teddy who had the urge to express himself that I had a dream of an *unedited* magazine, a vehicle for those few who wanted to write or draw but had no place to see their things in print. What fun is it to write if no one but yourself ever sees what you write?

There were others besides Teddy altho none was more persistent. There was the shy boy who waited until I was busy filing and could not look at him to say, “I wrote a poem today. It was about April.” And when I said, “That’s fine. Have you a copy of it with you?” “No,” he said blushing, “but I could write it down for you.” Then he wrote it down on the back of the catalog card.

### *A Time of Confidences*

A ten-year old girl confided to me that she wrote stories. It was a time of confidences. I confessed that I also wrote stories. Thereupon, we formed a very select author’s club, meeting after school. She and I read and criticized each other’s stories. Connie was a hard critic. One night Nicky was “on the lot” just hanging around, so I passed to him one of my stories. “It’s good,” he said. “You’re not a good critic,” exclaimed Connie in some heat, “I tell Miss Fenner things that are

\* Librarian, Plandome Road School, Manhasset, N.Y.

And so it went on, children with stories in their heads, little boys and poems, funny little pictures with which children amused themselves drawing. Who was in a better position to see them all and listen than the librarian. She seemed the one to do something about it.

We began rather slowly. It was announced in the classrooms that all those interested in a school magazine should hand their names in at the library. The number was overwhelming, altho I realized that many who gave their names would lose interest. But the number was so large that the first meeting was held in the auditorium instead of the library. The purpose of the magazine was discussed, the various duties of editors were suggested and it was announced that there would be an exhibit of a magazine from start to finish in the library and a real magazine editor would speak to them about what editors do and how a magazine is made.

The magazine exhibit was kindly lent to us showing the whole process from the manuscripts and original drawings to the finished product. An editor spoke to the children about the magazine, answered questions, explained what was meant by a magazine's policy, and got us generally excited and stirred up over having a magazine.

The next step was to get our editors, and of course, every child who had given in his name hoped to be an editor. I wanted a chance to be a bit arbitrary, for I had my eye on certain children who were just the ones for certain jobs. It was announced that anyone who wished a particular editorial post should drop into the old town-meeting ballot box inside the library door a try-out manuscript, or a suggestion for a special page which no one else had thought of. The results were refreshing, to say the least.

Wrote Tom, "A chief editor should know how to write stories and have a touch of poetry. He should not allow too much gun play in his stories. He should see the sunny side." Anyone would know he would be a good editor.

Little "swing poet" Teddy was so afraid he wouldn't be an editor and so afraid he would not be a good sport if not chosen that he worked himself into a

"lather." He wrote a very mature little piece about the duties of a "poetry editor" in which he said, in points one and two, that a poetry editor should know first, how to write poetry and second how to judge it. After all this maturing he was very revealing. He ended, "A poetry editor should not be jealous! Bless him! Of course, he was an editor and a faithful one, and a very fair one always.

It would have taken a far harder-boiled and harder-hearted person than I am to have had a small editorial board when there were so many wistful children. We ended up with a board of twenty-three and many special departments not planned.

### *Choosing a Name*

The question of a name for our magazine had to be decided. We offered a prize for a name, but no good ones were forthcoming. The names tended to be copies of other magazine names or to be more applicable to newspapers. One of those suggested was "Mountain Eagle." Said one editor, "We couldn't call it a mountain eagle on Long Island but we are flying high." "Flying High," shouted someone. "That's a good name." "Call it *Flyin' High*," said one little girl, "That's smarter." So *Flyin' High* it became, and I feel we made a good choice.

Next we discussed the policy of our magazine and several editorials were written about it. We dedicated ourselves to good stories. It was a literary magazine purely and simply. It was not for news.

Our editors urged their classmates to hand in material. "See your name in print" became sort of a slogan. The stories, poems, and drawings were dropped into the old ballot box inside the library door. No one was watching to see the things dropped in. Everything was confidential. Each night the Editor-in-Chief unlocked the little padlock, sorted the material into poetry, stories, articles, art work, book reviews, etc. The "managing editors," sort of "men of all work," decided upon the size of the magazine, its arrangement, number of copies, etc. The "story editors" read, criticized and corrected the stories, choosing the ones to be



THE BUSY EDITORIAL STAFF OF "FLYIN' HIGH"

used. The "poetry editors" did the same with the poems. The "art editors" worked on a cover, voted upon the work handed in by other people, and then when the stories were chosen they illustrated them. The first cover design was by an editor but after that the next two were by other children. The children themselves did all the correcting of punctuation and spelling. It was impressed upon them that they could change nothing. They could cut but not change a writer's words. There were instances of "pushing" for a friend, but on the whole, they were very fair about their choice of stories.

One of our best features was a book columnist who called her page "Book Worms." She "ran on" in a delightful fashion about books, old and new. She did it directly on the library typewriter with no help whatsoever. She ended her first page with "For the people who have not been interested so far you might be interested in *Scottish Chiefs*, by Jane Porter. It may be a bit historical but it is very exciting. It is sort of sad at the end because the hero and heroine had to die so that the book would end successfully." Not bad for a ten-year old!

Our humorist called himself "Know It All." He called his page "Questions and Suggestions Box." He wrote "Snorts

and growls don't look well in print but send them in if you have any." And since, of course, there could be no complaints before the first number he proceeded to write himself an anonymous letter criticizing and complaining. He wrote to himself, "If you are so hot, have a good "dyed-in-the-wool" murder mystery in the May issue."

#### *From Baseball to Hookworm*

We have had articles on everything from the World's Series to Hookworm. We have had poems that rhyme and poems that don't. We had some good articles about authors, some excellent book reviews, a hobby page featuring a model engine with elaborate drawings. We had southern folk stories told by little colored children. We had stories about Indians and about pets. The first story in *Flyin' High* by a nine-year old girl began, "When the world was still a child in 1851" and went on to describe father as having "bushy eyebrows and mustache and rheumatism of course." One pretty-faced little boy handed in a half sheet of a murderous "Sax Rohmer-ish" sort of tale ending with the words at the bottom "More next week." It wasn't printed, of course, but he received a regular rejection slip saying "We are

sorry we cannot use your story. Please try again." He wasn't discouraged. The children were all good sports.

The cover was made by linoleum block and printed by the children on ordinary tough wrapping paper. After the first number we sold copies, receiving enough money to pay for having the magazine stapled at the town print shop.

The paper itself was run off on a Rexograph machine. We could get one hundred and fifty fair copies. The pictures were traced on by the artists from their original drawings. This seemed to work well. The children could not do all the typing of the master copies, but by the time we had published our third number they were doing quite a bit of it.

There were several things which we did to make it like a real magazine. We never ran a complete story, page after page. We continued it thruout the magazine. That was the Editor's suggestion. Then we did not want to put the children's ages below their names so we had a column at the end of the magazine called "Our Contributors." Two ten-year-old boys wrote that up, and it was a job and a half, and they did a good job. They managed to write a couple of sentences about each person and actually varied it and brought humor into it.

### *The First Issue*

We brought out our first number on April Fool's Day which nearly caused a riot and did bring a bit of displeasure down on our heads from a few teachers who really could not be blamed. It was fun. We announced it in an Assembly program. One child read an elaborate synopsis of a pioneer play with a cast of characters made up of the editors. When the curtain was raised the editors stood with a sign saying "April Fool." Then another sign was brought on reading, "the time is 2:45." At that time the editors delivered free copies to the class rooms. A copy was also given to each contributor.

Well, *Flyin' High* has now become an established part of the school activities. The old ballot box is always inside the library door. The contributions come in daily. We have cut our number of issues

to five a year because of the immense amount of work involved in "running off" the magazine.

### *Unedited*

We have been criticized by some teachers because it is unedited. Some fear criticism in the community if a grammatical error is made. Others would like to have more of a part in the stories, I think. But we still stick to our original policy of having it the children's own magazine. Is it getting the children into bad habits because we allow them to hand in a story written in pencil and with misspelled words? I don't think so. I feel that were we to insist upon a child's laboriously correcting and copying his story in ink we would be discouraging the very thing we are after—that creative spark. I am afraid to do anything to stop that.

Parents are enthusiastic because it is unedited. We have many nice letters and comments about *Flyin' High*. Some teachers find it very revealing because not being touched by adults it gives a picture of the real child. And the children find it fun and a great satisfaction.

Just to prove how very important *Flyin' High* is, lest you are not already convinced, I must tell you what happened the other day. It was a very rainy day. The telephone rang. A mother said, "Does the material have to be in for *Flyin' High* today? John is home with a cold but if the stories have to be in I'll bring his over." Yes, we are important.

### Holiday Material Wanted

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# Responsible Trustees

By Chalmers Hadley \*

PHILIP O. KEENEY'S pertinent article in the February 1939 issue of *Wilson Bulletin*—"The Public Library: A People's University?"—presents a subject which has been of perennial interest for years, and the discussions of which have reflected nearly as many phases of belief as there have been library types to discuss them.

I feel sure that librarians will agree with Mr. Keeney in his contention for library trustees who are representative of their communities, and also in his plea for more democracy within libraries themselves. There will be differences of judgment as to what constitutes a representative trustee and I do not believe Mr. Keeney intends to suggest numerical representation on library boards based on the ratio of wealth as represented in a community's population.

The discussion also makes clear anew the confronting problem of combining ideals—democratic or otherwise—with work-a-day conditions and limitations.

While the wealthiest citizens are not usually found on a public library's Board of Trustees, Mr. Keeney is doubtless right in believing that they are not the poorest of our people—the "87 per cent of the population who own barely 10 per cent of the wealth." This fact suggests that library trustees usually have, thru ability or opportunity, placed themselves out of the 87 per cent class.

## *The Basis of Value*

Personally I do not believe any financial rating of trustees is important as is that of the question of their value to the library. This value will not be based on personal wealth but it will be on a trustee's real interest in the library. This interest does not mean simply faithful attendance on trustees' meetings but in the difficult task of trying to secure fair library financial support and in helping to present to the community the library as an integral and indispensable part of the community's life.

When Mr. Joeckel was preparing material for his book alluded to by Mr. Keeney, he asked me if I favored on my own library Board a Jew, a Catholic, a lawyer, a labor leader, a small business man, etc.

I replied that I favored them all except the small business man, and that I did not favor him for the same reason that I would not favor a small labor leader, a small lawyer, a small doctor, or a small anything else.

My observation has been that in communities generally there are a few people, very few as compared to the population, who carry most of the burden of public responsibility because this is placed on them. I believe they accept responsibility mainly because of their social sense and civic awareness. As insignificant as they are numerically, they lead in Community Chest campaigns and serve on hospital, school, recreation, museum, library, and numerous other boards. Whether or not they are as valuable as trustees elected to serve thru popular vote I do not know, but I will guess these same people would usually be elected if a vote were necessary.

Mr. Keeney stresses the importance of library trustees who are responsive and responsible to public control. Except for the insignificant number of self-perpetuating library boards, I believe trustees are definitely controlled by the community, for those who appoint library trustees are usually elected by popular vote.

## *Public Opinion vs. Popular Clamor*

No librarian will likely minimize the importance of public opinion and a library's response to it, but there is great difference between public opinion and popular clamor. Many of us remember the spectacle of library trustees who violated one of the underlying principles of good librarianship when in 1917 many trustees succumbed to popular demands with the result that Goethe, Schiller, and other great writers had to be withdrawn from library shelves. Had the war been with England, perhaps Shakespeare and Milton would also have had to go.

Mr. Keeney's statement regarding the need for more democracy within libraries will meet with wide-spread approval, I am sure. No suggestion from a staff member should ever be dismissed without consideration. Every attempt should be made to encourage staff interest, initiative, resourcefulness and sense of responsibility.

While some of Mr. Keeney's proposals for more democracy seemed to be based on the wish rather than on feasibility, I believe his general contention that staff members have too little share in the larger problems of the library is well founded.

The particular means of solving these problems in individual libraries can not depend on *ex cathedra* statements. They will differ in different libraries and they call for the best thought that can be given to them.

\* Librarian, Public Library of Cincinnati, Ohio.

# HOW DOES THIS SOUND?

By Oscar C. Orman<sup>1</sup>

## III. Some Thoughts Concerning Education<sup>2</sup>

IN 1923 there were fifteen professional library schools in this country. Only two of them required for admission the completion of an approved college course of four years.<sup>3</sup> Last year sixteen of the twenty-nine accredited library schools required at least four years of appropriate college work for admission.<sup>4</sup> This is an example of the rapid changes which have taken place in the standards of library school instruction during the last fifteen years.

A considerable portion of this development has undoubtedly been due to the Report on Training for Library Service prepared by Dean Charles C. Williamson.<sup>5</sup> One of his significant recommendations was stated as follows:

"One of the most fundamental conclusions of this report is that professional library training should be based on a college education or its full equivalent. Joint courses, in which the student completes a library school course and earns the bachelor's degree in four years, represent a higher standard than that maintained by most library schools at present, but should nevertheless be looked upon merely as a step toward placing library schools on a strictly graduate basis."<sup>6</sup>

This view has been recently reiterated by Professor Ernest J. Reece in these words:

"The choice of level (place of the library curriculum) is a task in which each school must judge what factors are basic, and what secondary. In the absence of any universally fitting solution decisions are bound to vary, and probably should do so. For the present it seems that the first graduate year is the preferable plane, everything considered, for the majority of students and for most schools."<sup>7</sup>

These observations have found general acceptance throughout the library profession as being proper recommendations.<sup>8</sup> I am wondering if they should be so considered. According to Professor Reece, "the first graduate year is the preferable plane" for several reasons. In the first place, "it assures a minimum of general education which is none too high for the

<sup>1</sup> Director of Libraries, Washington University.

<sup>2</sup> With apologies to John Locke for the title, this author presents the third of a series of articles which introduce different if not unusual ways of improving library service. Comments are invited.

<sup>3</sup> Charles C. Williamson. *Training for Library Service*. 1923, p. 26.

<sup>4</sup> These schools were classified as Type I or Type II by the Board of Education for Librarianship. In addition there were two schools occupying two classifications, Type II and Type III. They provide programs for students having less than four years of work as well as courses for those who present four years of acceptable credits. See list of Accredited Library Schools, A.L.A. Handbook, 1938, p. II-66, 67.

<sup>5</sup> Supra, Note 3.

<sup>6</sup> Supra, Note 3. See p. 137-38.

<sup>7</sup> Ernest J. Reece. *The Curriculum in Library Schools*. 1936. See his discussion of this problem in Chapter IX.

<sup>8</sup> For example, see Louis R. Wilson, *The American Library School Today*. *Library Quarterly*, 7:211-45 at 243, April 1937.

predominant requirements of practice, and yet which certainly is as much as the rewards in most cases warrant." Also, "it fits without friction into university machinery" and "admits of credentials which, in the light of present anomalies, at least are not unjust." Finally, "students are likely to see the contour of their work and the relation of its parts more readily, and assimilation therefore is apt to be more successful, if the instruction is preceded by a sound general education."<sup>9</sup>

### Examining Present Requirements

Let us examine these reasons. Is it true that the requirement of a degree assures a minimum of general education, and, if so, is this the only way of obtaining such assurance? How many library school students have had the benefit of a well planned undergraduate program directed to supply them with a general education which is best useable in library service? How many instances are there where students have wasted valuable time on useless courses because sound advice was not available or because they were not aiming toward a career in librarianship? Might not an integrated program of general education plus professional library study in a four-year course result in a more desirable general education than obtained now by many students who present college degrees for admission to library schools? And who will say that the elements of cultural and background information are entirely absent from the ordinary library school curriculum? Should five years of poorly planned study be preferable to four years of unified and carefully outlined work?

What of the argument that library training in the first graduate year should be the plane for most schools because it fits well into university machinery and admits of credentials which are not unjust? Has training in other fields become graduate in nature because of this reason? Have not schools of business, public administration, law and many others devised methods of admitting students after two and three years of general liberal arts work?

That the graduate requirement makes for greater assimilation is also questionable. My observation is that library schools are wont to present more details relating to library service than can be intelligently absorbed in nine months of study. This is not a criticism of teaching technique as much as it is the recognition that one school year does not afford

<sup>9</sup> Supra, Note 7.

enough time to consider all the important aspects of library work. Nor can the age factor be overlooked. Is it true that the 23-year-old graduate student is more receptive than the 19-year-old undergraduate? Professor Reece points out that the weakness of the graduate level is "that it ignores the suitability of some of the curriculum material to undergraduate interests, abilities and learning habits."

These objections to the graduate plane for library education are being raised because a well planned and integrated four-year course leading to a bachelor's degree in librarianship seems to be a much more sensible arrangement.

Already noted are the points: (1) that a degree does not guarantee a satisfactory general education, (2) that it is possible to provide a valuable cultural background in a carefully planned four year program of general and library instruction, (3) that undergraduate requirements have been worked out for other types of training so that administrative convenience is an incidental advantage of the graduate recommendation, and (4) that it is difficult to prove that the assimilation quotient is higher among graduate students than it is among undergraduates.

### *Outline of a Four-Year Curriculum*

At this point you are probably wondering what the four-year curriculum should contain. The major portions of the freshman and sophomore years would be set aside for broad cultural courses. Perhaps the first and second years would include a single course relating to library service. The first year would introduce the students to the field so that they would know its possibilities and its needs. The second year course could be devoted to historical materials pertaining to the development of libraries and printing, etc. The third year would swing into the standard library courses and would allow the student to follow up some special line so as to have a subject major. The fourth year would be a continuation of the library courses studied in the third year and would also allow for further study of the subject field. This could properly be called A REALISTIC SCHOOL OF LIBRARY SERVICE.

In addition to meeting the objections raised by Professor Reece to a non-graduate level and remedying the above noted weaknesses of the graduate requirement, this school would have the following advantages over the present Type I and Type II schools.

Spreading the library courses over two years would mean that students would not be rushed thru their training. It would give them a perspective and provide a discipline which would last. It would even allow for the inclusion of more library courses—differing from those now given. I have in mind such subjects as Library Accounting, Personnel Problems of the

Library Administrator, The Social Function of the Library, and others.

A four-year program would bring to the profession younger librarians. Last year a study of the background of 846 library school students enrolled at the University of Illinois during the period from 1926-27 to 1935-36 indicated that they "ranged in age from twenty to fifty-four years, with a mean age of 26.6 years."<sup>10</sup> This fact is significant and has considerable bearing upon the problem of recruiting leaders among men and women for the library profession. Many persons have entered library service with backgrounds of training and experience in other fields. Of course, each case must be considered in the light of its own merits, but I am wondering if there is any correlation between the lack of aggressiveness and leadership among librarians and the ease with which disappointed graduates in other lines can transform themselves into professional librarians. A four-year curriculum would not only permit the wise selection of background courses for each student, but it would also make for better selection of students by library schools. It is generally accepted that the requirement of a college degree is an essential element of good student selection because it eliminates those not having an appropriate general education. Is it not possible that it is equally effective as a ticket of admission for many weak and undesirable candidates for the profession? The selectivity features of the four-year program seem much superior to those of the fifth year school.

The REALISTIC SCHOOL should appeal to students who choose careers upon entering college and who are anxious to obtain their preparation in the shortest possible time because of their high interest or lack of financial support. It would induce more men to enter the profession because the fifth year looms large when they are considering marriage and the need for striking out in some paying position. A four-year program would make possible a highly coordinated plan of library practice work and experience in college and public libraries for library school students.

These are some of the reasons for believing that Deans Williamson and Wilson and Professor Reece are not entirely correct in their assertions that library training should be on a graduate basis. I am not unmindful of the work being done along the lines proposed in this article by Simmons College, Syracuse University, and the New York State College for Teachers. These ideas are presented to stimulate discussion of a principle of library education which is generally accepted and, yet, might be wrong.

<sup>10</sup> Eugene H. Wilson, Pre-professional Background of Students in a Library School. *Library Quarterly*, 8:157-88 at 183, April 1938.

# Making the Most of Bulletin and Blackboards

By Marjorie A. Blackistone

(Concluded from our January issue,  
page 309 f.)

## April 1

### Periodicals

April, noted for its showers, is an appropriate time to combine weather elements with some phase of library advertising. A girl walking in the rain, with an umbrella over her head and magazines under her arm, is pictured on the blackboard. Covers from fourteen periodicals are arranged on the bulletin boards under the sign "Read a magazine during April's showers." Mounted articles and pictures taken from the picture and vertical files are displayed behind a note—"Do you use the vertical file?" Books on journalism and magazines are made easily available by troughs. Some of the books are:

Campbell: Magazines and newspapers of today  
Dillon: Journalism for high schools  
Harwood: Getting and writing news  
Kitapp: The boy's book of journalism  
Otto: Journalism for high schools

See Picture No. 8

## April 15

### Etiquette

A picture of a girl, who is apparently having a difficult time writing a letter, is drawn on the blackboard. Two charts made of mechanical drawing paper and black ink are hung on either bulletin board. The wording on them is as follows:

#### Are you looking for the answers:

How to present one person to another  
How to write letters  
How to set tables  
How to eat grapes, fish, corn, etc.  
How to use the telephone



PICTURE NO. 8—PERIODICALS

#### Let these books help you:

Baadt: Everyday good manners for boys and girls  
Clark: Etiquette, Jr.  
Starrett: The charm of fine manners  
Tipton: Table decorations

#### So you are trying to find:

How to write in autograph albums  
The correct way to conduct yourself in public places  
How to serve a dinner  
How to ask a lady for a dance  
How to interview a prospective employer

#### Have you tried:

Chambers: Table etiquette  
Gunn: Table service and decoration  
Hadida: Manners for millions  
Stevens: The correct thing

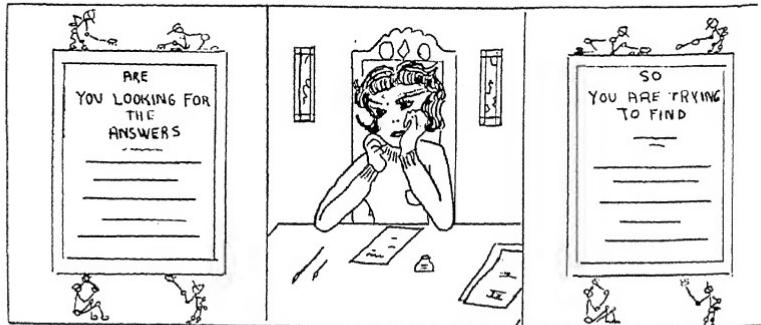
Note: Little figures with magnifying glasses are thumbtacked around these charts.

See Sketch II

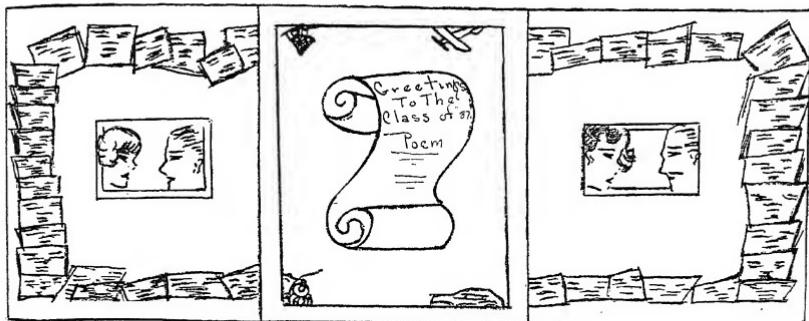
## May

### Flowers and poetry:

Spring, Mother's, and Memorial days bring thoughts of flowers and poetry to mind. Occasionally Sunday newspapers include beautiful pictures of flowers which can be used advantageously in poster making. Two pictures of flowers are mounted above typed



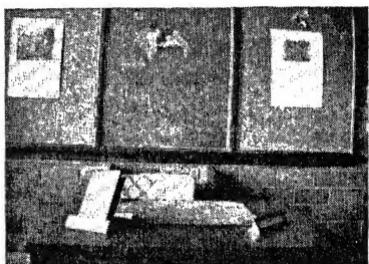
SKETCH H—ETIQUETTE—APRIL 15



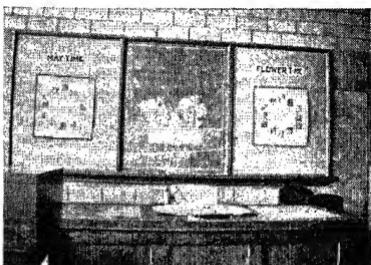
SKETCH I—LIVES OF GREAT MEN—JUNE

copies of poems on sheets of white mechanical drawing paper. (In our case, a picture of a group of lilacs is used for one poster and brightly colored tulips, lilacs, and trees for the other.) In order that each event may be remembered, "Comfort," by May Doney, is chosen as the poem to be placed under the picture of lilacs for Memorial Day and "Roadside flowers," by Bliss Carman, as the poem under the picture of tulips, lilacs, etc. for the spring season itself. A picture of a mother reading to her son and daughter is drawn on the blackboard above the poem "You mean my mother" for Mother's Day.

*See Picture No. 9*



PICTURE NO. 9—FLOWERS AND POETRY



PICTURE NO. 10—MAYTIME

A second May suggestion:

Catalogs published by seed stores have pictures of flowers which are excellent additions to the bulletin board material collection. Twenty-four small pictures are cut out of a catalog and arranged like figures on the face of a clock on 21" x 21" sheets of paper. The sign "Maytime" is hung over one clock; "Flower time," over the other. Unique bookends containing flowers and supporting two books—"Mother's day in verse" and "Quotations for Memorial Day"—may be used for the blackboard drawing which accompanies "the clock" bulletin boards.

*See Picture No. 10*

### June

*To a June graduate*

A picture of two graduates, a boy and girl, leaving a school building is on the blackboard. An airplane writer greets them with "Congratulations and Best Wishes to the Class of —." In the distance a local landscape can be seen. Poems which have been typed on white paper and pasted on red construction paper are mounted at the bottom of posters which are topped with pictures of ships. In this instance, the poems for the posters are "Opportunity," by Walter Malone and "En voyage," by Caroline Atwater Mason. Bulletins from the various colleges and universities are of interest to the graduates and upper classmen. It is well to set aside a display rack for them. Pictures of campus grounds and college buildings, taken from old bulletins, may be hung above the rack in order to attract attention to the catalog display.

*It's June again:*

*Lives of great men:*

An unrolled diploma headed "Greetings to the class of —" and followed by a couple of stanzas from Longfellow's "A psalm of life" is a picture appropriate for the June

*(Continued on page 537)*

# A Picture Index

By Dr. Otto Bettmann \*

1. 54/7

NEG. 1



## DESCRIPTION

Mielot, Jean : Miracles de Notre Dame.

Selfportrait; Mielot in the scriptorium. 1456

## INDEXED UNDER

Studios  
Writing  
Parchment  
Desk  
Chair  
Cowls

Ref: George E. Warner  
Miracles de Notre  
Dame. Westminster  
1885.

THE BETTMANN COLLECTION, NEW YORK

## INDEX CARD—THE BETTMANN ARCHIVE

POOR librarians are supposed to know everything. Questions pour down on them each day in a ceaseless "quizzle." The location of Popocatepetl . . . the origin of the zipper . . . the construction of an ice box . . . It is only the librarians' professional poise and desire to aid that sustain their composure in the face of such an inquisition. They must attack each problem efficiently and locate the best possible sources for subjects, no matter how impossible they sound.

And yet they are caught short—I was once—and that realization started me off on a most unusual enterprise. I was a librarian in the State Art Library of Berlin, in charge of rare books and the photographic collection. The picture file was arranged quite satisfactorily at this time, I thought. If someone asked for a reproduction of a painting by Rembrandt, Vermeer or Whistler, our alphabetical index was adequate.

Then, one day, my director called me to his office. "Get me pictures of Readers in Art!" he roared categorically. Offhand, I recalled a few references. But actually to compile an authoritative and complete collection on this subject took me days!

I decided that this would not happen again. The subject viewpoint of our pictures had to be emphasized further. For my own pleasure and pride, I started to take pictures of topical interest. Representations of St. Jerome in his study were carefully examined in regard to the pens and writing materials used. Biblical pictures illustrating the construction of the Tower of Babel were not placed in my private file under "Bible." They gave a first-hand, graphic knowledge of cranes, building materials and labor conditions.

It sounded a bit strange at first and my colleagues branded me as an heretic for forsaking the aesthetic-stylistic classifications that they followed so religiously (and alphabetically). But I could no longer help it. Somehow, amazingly, I had developed "subject eyes." They saw the Healing of Tobias—but to me it was ophthalmology. They saw the charm of Breughel and Vermeer. So did I. But in addition, there were Dutch life, peasants, beds, food, interior decoration . . .

Altho launching such a subject picture file on private initiative seemed at that time like starting my own railroad or post office, this odd file—born in a five by seven cardboard box—has grown to accommodate thousands of photographs, indices and collections. To

\* The Bettmann Archive, New York City.

day it is an Archive and pictorial treasure house telling the story of man's life thru the ages—his work, his play, his aspirations, as depicted in the candid canvases of the great and near-great masters.

This field, I feel is not only of concern to the strictly specialized art librarian. The visual age in which we live requires that every librarian be familiar with picture sources. Many public libraries have realized this need. They have started extensive picture files as source aids for the artist, educator, publisher and theatrical designer. Generally these libraries work with clippings, accepting whatever material is offered.

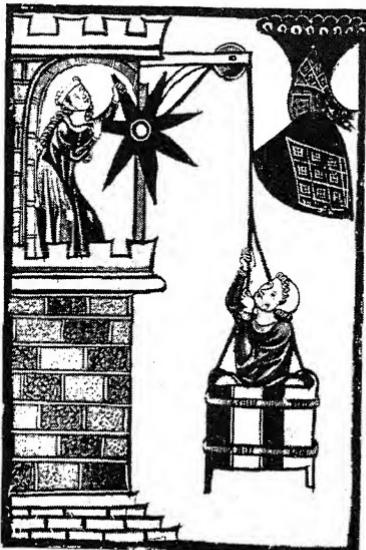
I have tried to confine my files to real art works which are analyzed according to their details. I feel that it is not so important to have an enormous quantity as it is to have really fine authenticated material, properly arranged. Here is my procedure:

For each picture that I take, an index card with a miniature print is made out. The picture is examined and analyzed according to time, technical detail, instruments, social background, etc. Each subject is annotated, indexed, and cross-indexed.

Let's take Jean Mielot in his studio, as an example. It is not simply a picture of a writing monk. It shows a desk, a pen knife, a chair, the garments of a monk—all properly dated around the year 1456.

A scene from Homer's *Odyssey* reveals Achilles and Patrocles in their tents. In my index, this picture appears under armaments, dwellings, games, etc. Hundreds of other entries thus make complete pictorial histories available. Not only for such antique subjects as kitchens and weapons, book binding and marriage, but for many a streamlined device as well.

There is an old story about Virgil the magician and his unrequited love. The subject of his adorations finally got rid of him by placing him in a basket and "letting him down" from her tower. "Virgil in the



THE FIRST ELEVATOR

Minature painting from the rare Manesse Manuscript, 14th century. From the Bettmann Archive.

basket" is the theme of many engravings and miniatures. In my index, they appear essentially as technical contributions to the history of elevators.

Each library has thousands of such pictures in art books, periodicals, manuscripts, etc. These picture sources have to be freed and made available in a systematic form. A number of encouraging attempts in iconographies of this kind have been made in the portrait field. Recently the *Costume Index* has greatly facilitated the work of the research librarian. We cannot be too optimistic about the future, however, unless a systematic iconographic method is offered to librarians of our picture age.

## BULLETIN BOARD & BLACKBOARDS

(Continued from page 535)

bulletin board. Small pictures of an automobile, train, airplane, and ship are placed in the corners of the blackboard. Narrow strips of vivi-tone paper, yellow, orange, violet, blue, green, etc. are chained together and stretched vertically from the top to the bottom of the left bulletin board and from the right side of the right bulletin board. A similar chain also runs horizontally across the bottom and top of each bulletin board. The authors and titles of autobiographies,

biographies and adventure stories are written on these strips of paper. Pictures of famous men and women are arranged within the margins formed by the chains. Some suggested titles for the vivi-tone papers are:

- Autin: *The promised land*
- Bullock: *In spite of handicaps*
- Bruce: *Woman in the making of America*
- Daniel: *Women builders*
- DeKruif: *Microbe hunters*
- Faris: *Winning their way*
- Finger: *David Livingstone*
- Gilbert: *More than conquerors*
- Keller: *Story of my life*
- Pope: *We three*
- Tiltman: *Heroes of modern adventure*
- Valley-Radot: *Life of Pasteur*

*See Sketch I*

# New Leaves For Nature's Book

## A SURVEY OF NEW BOOKS ON NATURE STUDY

By Richard James Hurley \*

[EDITOR'S NOTE: This material is offered as an informal supplement to Mr. Hurley's *Key to the Out-of-Doors*, A Bibliography of Nature Books and Materials, recently published by The Wilson Company. Would our readers like to have us print this review of nature material as an annual spring feature of the *Wilson Bulletin*?—S.J.K.]

BOOKS explaining the mysteries and delights of the great out-of-doors are many and the last twelve months have seen their full quota. Selecting the best for the use of schools is therefore beset with perils, particularly as the writer has not been able to examine every book. Within these limitations it is hoped the books mentioned in this article will at least present an adequate cross-section.

*Starcraft* by Barton and Joseph combines a good observation manual with practical directions for building one's own instruments as a quadrant, planetarium, etc. Activities and bibliographies are included to make this most usable in high school. For background, Draper and Lockwood have given us a new approach to the *Story of astronomy* in a book by that title, tracing the acquisition of knowledge of the skies in the lives of its discoverers.

Norbert Casteret has gone into matters of the earth in his *Ten years under the earth*. Much information on cave fauna, flora, and geology is in this adventurous account. Gaylord Johnson's *Story of earthquakes and volcanoes* provides both easy reading and directions for children to make their own models for studying our trembling earth. Fenton's *Our amazing earth* presents rocks and fossils in a growing library by that author. *Earth lore; geology without jargon* by Shand mixes provocative questions as drifting continents with considerable elementary geology. About the first good book on historical geology for lower grades is Adshead's *Something surprising*; it is something welcome.

### Flowers, Roots, Trees

Flowers have a worthwhile representative in McKenny and Johnston's *A book of wild flowers* with beautiful full-page colored illustrations of flowers that denote the seasons. Vernon Quinn, as he puts it, has "dug the roots out of obscurity" in his *Roots, their place in life and legend*; a first book of its kind. *Trees* by Beatty is a conversational book wherein two boys on a field trip among the Lake Michigan dunes acquire considerable valuable knowledge. It is "real," alive, and 66 photos give it "zip."

Lamb's *Sayings of the evergreens* gives the conifers some overdue publicity in fine fashion.

Insect books offer little new; nothing as significant as Teale's *Grassroot jungles* of 1931. Dittmar and Carter have given us another colorful, valuable book in *Book of insect oddities*. King and Pessel's *Insect allies* will fill a need for school reference. Black ants appear again in *Lasius the lucky queen ant* by Frey and with our mental nod to Gall.

Frog books are quite usual for children, but Fox has created *Little Toad* for lower graders. The human touch is dominant in this appealing story of life from tadpole to hibernation. The *Life story of a fish* by Curtis is good reference for senior high school on the structure and habits of fish. *Underwater zoo* by McClintock is a practical account of the wonders one can do with water insects in a glass tank. The cetaceans are represented by *Sharp ears, the baby whale*, a big baby as sperm whales go by Beatty and Howard's *The porpoise of Pirate Bay* in Florida. The whale is elementary but the porpoise should be in junior high.

Birds and beautiful books go together. Allen's *Golden plover and other birds*, a Junior Literary Guild selection, continues the previous accounts of common birds in his American bird biographies. *Birds of the world*, a Federal Writers Project, is worth buying if only for the hundred candid photographs. Verrill continues his "strange" set with *Strange birds and their stories*. Baumeister's *Jet*, the true story of a talking crow is sad but very human. Halle's *Birds against men* consists of personal experiences with wild and captive birds.

### The Animal Parade

Squirrels lead the animal parade. Lathrop has given us a flying squirrel in *Hide and go seek* in the beautiful pattern of *Who goes there*. Salten's *Perry* is also a squirrel and written for children in spite of the adultish look of the book. Lida continues a fine lithographed series with *Spiky, the hedgehog* and a real live woodmouse is the hero, candid shots included, of *Little orphan Willie mouse* by Chace and Chadwick. *White Tail* by Smock is the story of a boy and the deer he raises from fawn to buck in the Arrowhead country of north Minnesota—an attractive book. Elementary youngsters should also like Schmidt's *Our friendly animals and whence they came*.

(Continued on page 553)

\* Librarian, State Teachers College, Kutztown, Pa.

# Clara Whitehill Hunt

By Barbara Holbrook \*

IN October 1904 there was no meeting of the Children's Librarians' Section of the American Library Association at the international conference in St. Louis, and the officers carried thru the following year. The chairman of the section, who was to be also chairman in 1921, was Clara Whitehill Hunt.

Born in Utica, N. Y., in 1871 of New England stock, she was educated at the Utica Free Academy where her father taught natural science. Upon graduating in 1889, she became a teacher and soon was made principal of a Utica public school.

Shortly after the Chicago World's Fair of 1893, Miss Hunt read in a newspaper that a trained librarian, who had been in charge of a model library at the Fair, was coming to Utica to reorganize the library. Trained librarians were almost unknown in those days and it was probably at this time that the seed was planted for the flowering of Miss Hunt's library career.

She had visited the library persistently in the effort to find books for the boys and girls in her school. But, when the new librarian, Miss Louise Cutler, arrived in Utica, Miss Hunt soon found what a public library could do to help a teacher. And the day Miss Hunt was invited to go behind the rail and handle the books herself was a banner one indeed.

She became more and more absorbed in library work as time went on and decided to go to library school in Albany rather than to normal school. It was at Albany during 1896-98 that Mrs. Fairechild discovered Clara Hunt's interest in children and gave invaluable assistance to prepare the latter for her future work.

Immediately after her graduation from the New York State Library School, Miss Hunt organized and opened the new children's room of the old Apprentices' Library in Philadelphia.

It was at the Lakewood-on-Chautauqua A.L.A. Conference that Miss Hunt first met Dr. Frank P. Hill. And, when there was an opening in October 1898, she went to Newark as an assistant in the reference department, with the prospect of having charge of the children's room when the new building opened. There was no children's room in the old building. The next two and a half years were filled with valuable experiences. Miss Hunt saw all sides of the library's work. She



CLARA WHITEHILL HUNT

prepared room collections to be sent to various schools and often gave book talks to the children in morning assembly. She worked in the catalog department and at the circulation desk in addition to her reference problems. And, in her free time, she was reading the children's books which the library owned, deciding which books were to be kept and which discarded.

In 1901, the children's room was opened, with Miss Hunt in full charge. Steady streams of school classes came and went, and, of course, there were "open shelves."

In January 1903 she was asked by Dr. Hill, then Chief Librarian of the Brooklyn Public Library, to come to Brooklyn to act as Superintendent of Work with Children. There were only two branch library systems at that time which had professionally trained Superintendents of Work with Children.

Carnegie grants insured the possibility of building three or four branch libraries every year for a number of years, and to Miss Hunt fell the task of making the children's room plans workable and of calculating equipment specifications to the quarter-inch. She had no guides to go by, and one of the first charging desks was planned on her living room floor. Once, she found to her consternation that the architect had misinterpreted her

\* Member, Publicity Committee, Section for Library Work with Children. This article is one of a series on pioneers in children's librarianship.

(Continued on page 553)



# The Roving Eye



[Statements of The Roving Eye express the views of the writer and not necessarily those of The H. W. Wilson Company.]

## Beware the Alderman!

ONE of the "Greeks" whose discursive epistles are an engaging feature of the English *Library World* gives a shocking picture, in passing, of the treatment libraries may expect from officialdom in a state of war. During the Munich crisis this librarian who calls himself "Hydra"—was absent on a holiday. Rushing home, he found that "a small, red-faced alderman" had commandeered the whole of the Central Library as the principal first-aid post for the borough, and at the moment of the librarian's return "was bundling books out of the Junior Library neck and crop!"

While Hydra wrung his hands, the embigged alderman proceeded to deck the library with cots covered with hospital blankets of scarlet hue, "built him a series of air-locks, found him a cupboard for his stimulants (which are still there, a trifle dusty now!)" and enluminated his enterprise by setting up "sacking screens to divide the sexes."

Then the crisis blew over and the alderman departed as suddenly as he had come. But now, alas, laments Hydra, "He is back again, armed with some new 'Priority, Secret and Confidential' instructions from Whitehall to renew his labors. In fact, we are to meet shortly to discuss what he can do to improve matters. He wishes, I suppose, to bring back his sacking screens and hospital cots, only in greater numbers than before, and to the devil with our issues in the pursuit of the national interest."

Hydra pleads for a solution. There is none, save in the unanimous assertion by all those concerned with education—and that includes librarians, teachers, writers, artists, professional men—that they will not, in the teeth of every effort to subjugate them, surrender the primacy of their civilized function for *any* cause, no matter how patriotic, inspired, or worthy.

Whoever helps to deliver from one generation to the next the good tradition, the bright standards and values that represent the sum of man's passionate striving for truth and nobility—he can afford to be a little proud and even, if need be, a little insolent. When the librarian is asked by the militant gentry what part he intends to play in the fight for civilization, he may reply (as did the English scholar H. W. Garrod in 1914)—"Sir, I am the civilization for which they are fighting."

## The Birth of Steinbeck

Lawrence Clark Powell, of the Library of the University of California at Los Angeles, whose fine biographical sketch of the poet C. F. MacIntyre appeared in our March issue, tells us that the *Wilson Bulletin* unwittingly helped perpetuate an error of fact regarding John Steinbeck, the novelist, and asks us to do something about it. Here is Mr. Powell's interesting note:

"I have meant for a long while to correct your sketch of John Steinbeck, which appeared a couple of years ago (March 1937, page 45); now I see the incorrect birth date is continued in the new *California Book Index*. He was born in Salinas, California (not Florida) and in 1902, not 1900. The notice in *Who's Who*, gives exact date, and is accurate. The two errors were started by Ella Winter in an article in the San Joaquin *Chronicle* back in 1935. Steinbeck's father was born in Florida; she got it wrong. And Conni Friede blindly followed her piece and copied releases based on it, and so it went on and on. I recently set *Time* straight on it; they wavered at first; but when I sent the affidavit of birth, from County Recorder in Salinas, they gave up with a grim, 'You can call them editorial offices for confirmation, or write Steinbeck, or the Salinas official. I won't insist that you take my word for it!'"

We do, sir, we do. And when we include a sketch of Steinbeck in our series of biographical volumes, we'll try to restore him permanently to his proper year and state. (It seems particularly diabolical to have given Florida credit for one of California's most illustrious sons!) Meanwhile librarians are advised to note the correction.

## How Long Can This Go On?

The Homestead (Pa.) Carnegie Library includes among its many activities the operation of a club and gymnasium. According to its annual report, the library circulated 15,000 more books in 1938, but gave 4000 fewer baths.

Librarian William E. Stevens seems confident that circulation will continue to increase. Whew! That's going to be a problem!"

## You Girls . . .

Along with April, which is, as you know, "the cruellest month, mixing memory with desire," comes a librariuminated poem from John Maher Murphy of New York City that is my favorite manuscript of the month because of the quality of excitement manifest in its reckless image-making. You girls, I am sure, who

chafe against the "mousy female" tradition, will appreciate the tribute.

### "For a Librarian Who Belongs With Pine Trees"

*And thence unto the salt Sargasso sea,  
And in that hushed Hespedes the ghosts  
Of sunken centuries called out to me.  
Spent castaways from far forgotten coasts*

*Whispered. There saw I bobbing bottles  
bearing*

*The monograms of mariners of dust,  
And all the haunted harbor would be faring  
Onward forever from empires of rust.*

*Acres of ages beat about my bark.  
Then out of Easter swung a freshening  
breeze,  
And overhead I heard an early lark,  
And appleblossoms snowed on wakening  
trees,*

*And April glanced across a vellum hill.  
Dainty as dew and as a nun demure  
Was she. Her face was still as lakes are  
still  
And sweet as is the sorrel, shy and sure.*

*The petals of her hair were hawthorn spray  
On branches brightly black. Her pine-dark  
eyes  
Were skipping squailing little girls at play  
At jacks or hopscotch under scudding skies.*

*Her lips the breathless balld tulips tell  
On window-sills. And when she spoke I  
heard  
Far off a tiny tinkling carousel  
And everywhere pert penny-whistles purred.*

*My lady had no need to tell her name.  
The fawn wears Springtime ever in its  
eyes.  
All first and fragile-fairest flowers flame  
With that same sudden bitter-sweet sur-  
prise.*

*Thus in the bitter-salt Sargasso sea  
A wake of white ships sailing fanned the  
deep,  
And daffodils blew golden reveille,  
And hydas stirred within the world of sleep.*  
JOHN MAHER MURPHY

### Why Smith Wept

A sad story of interest to librarians was told recently by Ralph Thompson in his book column in the *New York Times*. A biographer whom he calls Smith, because that isn't his name, has been engaged for some time in writing the biography of an important but relatively obscure American, General X, who flourished several generations ago. At last, by dint of long and tedious investigation, Smith got on the track of

a large batch of the General's correspondence in the possession of "an amiable and aging spinster" living in New England. Hot-footing it to her home, Smith asked for permission to examine the material. Yes, said the nice lady, she had inherited a big box full of General X's letters, but what was left of it she couldn't exactly say, for the attic had been cleared out a few years ago and all the "worthless odds and ends" had been disposed of, including most of the General's dull and faded epistles. No, they hadn't been given to a library and they hadn't been thrown away. They had been *burned*. "Smith was asked whether he would prefer tea or a highball," writes Mr. Thompson. "He said a highball, and when it came wept into it."

And this is Mr. Thompson's concluding moral, which every librarian will echo:

"[Smith's] biography of General X will be ready sooner or later, and no doubt it will be an interesting and valuable book. How much more so it would have been had the bulk of the General's papers, instead of being destroyed by an ignoramus, been deposited in the care of some public or semi-public institution, no one, including poor Smith, will ever know. Any library in the country, from the richest and the largest down, would have jumped at a chance to accept them, as most libraries will jump at a chance to accept anything of a similar character, whether a single letter or a trunkful of so-called worthless odds and ends. Some day, God willing, people at large will wake up to the fact; meanwhile, a few will go on with their burning of books—not, as in Germany, after they have been written, but, even more irresponsibly, before."

Much the same point was recently made over the air in a panel discussion of "Books and Films" conducted by three members of the New York Public Library staff: Gretchen Garrison, in charge of Public Relations; George Freedley, Curator of the Theatre Collection; and Gerald McDonald, in charge of the Rare Book Room.

"Only recently," remarked Mr. McDonald in the course of the discussion, "the most complete collection of newspaper clippings in existence relating to Shaw was destroyed by fire. Unfortunately it was in private hands and not in a fire-proof library, which would have prevented this disaster. It will be impossible to replace this collection. When you remember that Shaw has furnished just about the best newspaper copy of any man of his time, you realize the loss. If this collection had been deposited in a fire-proof library instead of being kept in private hands, we still might have the entire record of the sparks which flew when the gentlemen of the press met Mr. Shaw."

Librarians can do a real public service by making known to their community that the public library is the only logical and safe depository for old manuscripts, documents, letters, and rare collections.

S. J. K.

# CURRENT

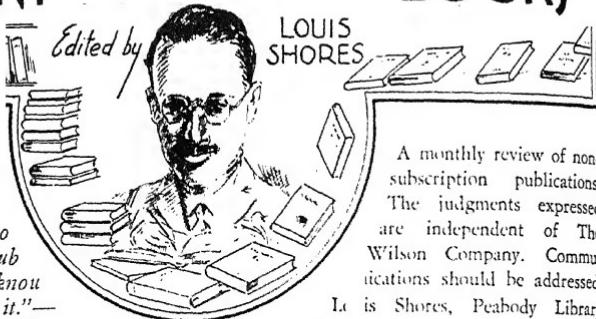
# BOOKS

APRIL 1939

REVIEWS 19—25

*Knowledge is of two kinds. We know a subject ourselves, or we know where we can find it.*"—

Samuel Johnson



LOUIS SHORES



A monthly review of non-subscription publications. The judgments expressed are independent of The Wilson Company. Communications should be addressed,

Lois Shores, Peabody Library School, Nashville, Tenn.

## A Clearing House for Committees

IF all the committee reports prepared by American learned, professional and other societies in the course of one year were placed end to end there is no telling how far they would reach. Certain it is that all of the research, recommendations, resolutions, and information contained in these reports present a reference problem, as witness the increasing duplication of efforts frequently in the same organization to say nothing of related groups. As a result reference workers will always welcome such an undertaking as *Deliberative committee reports, 1938*, prepared by the Educational Policies Commission of the National Education Association and its department the American Association of School Administrators. (Washington, D.C., 1939, 64p. 50c).

It is the fifth in the series dating back to the first prepared by the Joint Commission on the Emergency in Education for the period 1933-35. The present publication includes thirty-three committee reports completed, and a considerable list of reports in preparation. Each report has been digested and listed with complete bibliographic information. The arrangement is under five classes: aims and social background, administration and finance, teacher personnel, pupil personnel and guidance, instruction-materials and methods. In the last class is included the N.E.A.-A.L.A. report prepared by Anna Clark Kennedy on the school library.

There is no question that society publications are becoming an ever increasing problem for reference workers. In quantity and quality these publications are approaching public documents in importance, and in many ways they are presenting problems of acquisition and organization more complex than those of government publications. The N.E.A. undertaking may point the way for a general solution—a clearing house for the publications of

American societies. To some extent the National Research Council and the American Council of Learned Societies have acted as such clearing houses in the past, but better planning in relation to the whole problem is desirable. For example, the annual list of *Doctoral dissertations accepted* provides admirably for one segment of what may be called in the broader sense society and institutional publications. But there is badly needed a current index to other publications of American colleges and universities, to museums, libraries, learned and professional societies, and possibly to trade, welfare, philanthropic, and such organizations as issue publications of educational or research value.

## Notes

From the Enoch Pratt Library in Baltimore comes an annotated and classified list of reference books "prepared for the help of students in locating information in books and other printed material." Altho some will disagree on the selection and arrangement of materials, as some will on almost any list compiled, no one can fail to appreciate the aim behind the list or the attractive method by which it has been realized. The photographs of standard reference works are an excellent idea. I still hope that some day we will be able to put out a book which will include title pages, and significant parts of the basic reference books, for study and mastery of these tools. *A guide to reference books*, issued by the Enoch Pratt Library is a step in the right direction. . . . Columbia University Press estimates that to date it has used 6000 pounds of ink on the *Columbia encyclopedias*. If each copy weighs 10 pounds and the ink accounts roughly for 1/120th of the weight how many copies of the encyclopedia have been sold? When I read that in the *Pleasures of publishing*, I set everything aside until after I had solved that problem. . . .

Macmillan has issued a study guide to accompany *Macmillan's modern dictionary*. The guide was prepared by Theodore W. Darnell and includes a number of useful school exercises. It does not, however, consider the problem that has troubled all of us at one time or another—how to look up a word in the dictionary when you don't know how to spell it. . . . Reference Librarian Louis Kaplan of the University of Wisconsin Libraries has compiled for the *Library journal* (February 15, p. 147-8) a useful, annotated list of forty-nine French and German reference books, selected from the two current national bibliographies *Deutsche nationalbibliographie* and *Biblio*. . . . Speaking of *Biblio*, the publishers offer, thru The H. W. Wilson Company, an attractive price on the whole set to date. There is no more convenient reference tool to use than this world list of books in the French language. . . . Publisher's circular, the official trade paper of the English publishers' and booksellers' association since October 1933, resumed "its original and hundred-year-old title *Publisher's circular and bookseller's record* when the contracting parties agreed to a holiday review period of twelve months. . . . Dorland's *American illustrated medical dictionary* appeared in its 18th edition last year, and the *American pocket medical dictionary* in its 16th. Both basic reference books are issued by Saunders. . . . I hope this note will not cause a run on the First Wisconsin National Bank of Milwaukee. That bank issues *Stretching the dollar budget book*, which is strictly a household reference tool. But I want Librarian Margaret Reynolds to know that right now it is the most popular reference tool in a certain household, and that *Current reference books* and the *Wilson Bulletin* were happy over our success in running down her Fugitive.

## 19. From Angling Thru Yachting

**ENCYCLOPEDIA OF SPORTS.** By Frank G. Menke. N.Y. Frank G. Menke, inc., 235 East 45th Street, 1939. 319p. \$2 (paper)

*Scope:* Historical facts and records.  
*Arranged:* Alphabetically by sports and a few large topics; index in front.

Thirty million Americans spend four billion dollars a year on sports. During the past twelve months sixty million admissions were collected from fans who watched baseball games; forty-five millions from those who watched football games; twenty-two and a half millions from boxing addicts; ninety millions from basketball, seventy-two millions from softball, and other millions from other sports.

The question might well be asked, why has not this overwhelming public interest manifested itself in the library? Why do not more people come to the reference librarian for facts and figures about sports?

## CONTEST

What were the ten most important new titles for reference work published during 1938?

A 1939 reference book will be awarded to the librarian who submits the best ranked list of ten.

Rules of the contest:

1. List in rank order the ten new titles published during 1938 that you consider most important for general reference work. Continuations begun prior to 1938 are not eligible but major revisions of standard works are.

2. Give full bibliographic information for each.

3. Give your name, address, and position.

4. Mail to this department so that it reaches the editor by midnight April 20, 1939.

5. A new 1939 reference book will be awarded to the contestant whose list is judged most satisfactory.

6. Another new 1939 reference book will be awarded to the student enrolled in an approved library school whose list is judged most satisfactory.

A partial answer may be found in the comparative paucity of reference materials. In the past, reference workers have largely answered the few questions asked with the *World almanac*, the *New York Times index*, and other general reference tools. In a few instances libraries have equipped their reference departments with the Spalding, Reach, and Menke handbooks. But for the most part, sports is one special field comparatively neglected in our library school reference courses and texts, chiefly because there have been so few real reference books to study.

The *Encyclopedia of sports* should do much to change this condition. In it is the basis for a reference library in the field, and in subsequent publications like the one already announced for this June should appear the supplementary material which may one day be incorporated into a larger, comprehensive cyclopedia of sports.

Frank G. Menke began reporting sports for International News Service back in 1912 when 500 words a day was all the newspaper could grudgingly spare. Since then he has gathered carefully more facts and figures than probably any living man, and today the sports page is the major and often the only read part of the American newspaper. Mr. Menke apparently is not only an ace sports reporter but has a knack for research in the field. His latest bit of investigation discloses that America in 1939 will wrongly be celebrating the hundredth anniversary of its national game. According to the *Encyclopedia of sports*, baseball was not invented by Abner Doubleday in Cooperstown, N. Y., 1839, as generally believed, but by Alexander Cartwright in Hoboken, N.J., June 19, 1846. What is more, the game without written rules was probably played long before either date.

Likewise, Mr. Menke has rather carefully established that football was not played in either Greece or Rome, but was probably originated in England some time during the eleventh century.

The *Encyclopedia* presents historical data for every one of some hundred major and minor sports. There are in addition sections dealing with America's sport bill (from which the opening paragraph of this review is taken), athletes' ages, gambling, salaries for pros, sports periodicals, sweepstakes, velocity, and women in sports. There are also minor topics dealing with such subjects as scoring diving, "numbers," translation of measurements, stadia and their capacities, etc. Among the more unusual sports considered are corn husking, bull fighting, jai-alai, aviation, ballooning.

For each sport an excellent historical summary and chronology are provided. In many cases these histories represent original research, as for example in baseball where Mr. Menke examines critically the Mills report on which the Cooperstown origin is based. There are also provided some records and statistics but not nearly as many as can be found in the author's *All sports record book*. This is unfortunate, because it appears to this reviewer that a combination of the two works into one large cloth bound cyclopedia would be of inestimable value to libraries. It is possible that the author is waiting until the book dealing with sports champions and their records, announced for June 1939, is ready. The combination of these three works into a basic reference tool is so badly needed that I am certain almost any American publisher would be willing to undertake it.

Reference librarians owe Mr. Menke a debt of gratitude for the fascinating, authoritative, fact-crammed cyclopedia he has prepared in a field so universally interesting to the American public. I predict that the one hundred copies he has reserved for American libraries will be sold immediately and that he will be forced to publish many hundred more.

## 20. The Literature of Costume

BIBLIOGRAPHY OF COSTUME; a dictionary catalog of about eight thousand books and periodicals. Compiled by Hilaire and Meyer Hiler; edited by Helen Grant Cushing; assisted by Adah V. Morris. N.Y.: H. W. Wilson Company, 1939. 911p. Service basis

*Scope:* An international list of 8400 works including books, periodicals, portfolios, of plates on costume, and adornment in all languages.  
*Arranged:* Dictionary.

This will probably be the bibliography of the year. One cannot read the preface, introduction, and fascinating essay on *Costumes and ideologies* without turning to the *Bibliography* itself reverently and with a newer and keener

appreciation of the sympathetic admiration for is no mere efficient babbled also some of the delicate creation blended hair that distinguishes Wilson.

From the reference provides for the first guide in English to the Under author, title, and

illustrated by the fact that finds a native reference one under baseball cost this country and subjectary laws, books on the actual dress, general coats of arms, laundry leather, and woodwork manufacturing.

The main entry includes information, including a lation, series, de empty numbers, and reference Colas and Lipperheide index. Entries under and engraver are much

How much the work dedicated by the fact that only brief lists or catalog such as Lipperheide's *Katalog Lipperheide'scher*

sive are less comprehensive work and of course less convenient arrangement. The Hiler held it does a much wider the fine Hiler costume Borough Public Library of any other collector having realized the advantage a foundation for a time, and at the same librarianship with a graphic tool.

## 21. Industrial

THE CHEMICAL FORMULARY valuable, timely, practical and recipes for making them in many fields of industry. H. Bennett, N.Y.: Chemical Company, 1939. 638p. \$6.

The various class resives, beverages,

and garden, foods, inks, leathers, skins, furs, lubricants, etc. Under each class there are numerous useful formulae as well as helpful notes and directions. A readable and simply written introductory chapter discusses the principles of making products. At the end of the book is a series of lists and indexes that should have great reference value in a library. These include an index of trade name chemicals, a list of suppliers of these trade name chemicals, where to buy chemicals, a detailed subject index to the contents of the volume, and a bibliography of useful books and journals.

A board of sixty-three editors most of whom are chemists of commercial firms, experiment stations or American colleges and universities adds considerable authority to the work.

These constitute the facts of authority, scope, and arrangement. But above this there are the intangible qualities of a book readably written, organized simply, effectively, and with an unusual understanding of what makes a book referable. Recommended for all types of libraries as an indispensable reference tool.

## 22. Nature Hiker's Guide

KEY TO THE OUT-OF-DOORS, a bibliography of nature books and materials. Compiled by Richard James Hurley. N.Y. H. W. Wilson Company, 1938. 256p. \$3.

*Scope:* Selective list of materials published since 1920, American locale, related to "what one encounters on a nature hike."

*Arranged:* Classified, with dictionary index.

A readable introduction, a sprightly format, an intelligent and aesthetic arrangement pattern contribute to distinguishing this bibliography. It should be highly useful in school and public libraries especially.

## 23. On Wood

A DICTIONARY OF WOOD. By E. H. B. Boulton. N.Y. Nelson, 1938. 206p. \$1.50.

*Scope:* Notes and illustrations of about one hundred species of timber.

*Arranged:* Alphabetically.

The author was formerly lecturer in forestry, University of Cambridge and is now head of the timber section, City of London College, and technical director of the Timber Development Association under whose direction this volume was published.

For each species of timber there is a half-tone illustration showing the grain of wood, and a note covering general properties, size and availability, uses, finishes, and distribution as well as genus, species, and family. This is a unique reference tool that every reference librarian will want to remember. Recommended for all types of libraries.

## 24. Nations of the World

POLITICAL HANDBOOK OF THE WORLD, parliaments, parties and press as of January 1, 1939. Edited by Walter H. Mallory. Published by Harper & Brothers, N.Y. for Council on Foreign Relations, inc., c.1939. 207p. \$2.50.

*Scope:* Annual survey of the parliaments, parties and press of the world.

*Arranged:* Alphabetically by country.

Steadily this is becoming an increasingly indispensable continuation. Its compactness, referability, guide to the foreign press, and up-to-date information on the legislative groups of the various nations are reasons for its constant use in libraries. The current volume shows no radical changes in form or content over preceding issues, but of course all the changes inherent in the nature of the subject are recorded. A recommended continuation for all libraries.

## 25. Bibliography of Bibliographies

THE BIBLIOGRAPHIC INDEX, a cumulative bibliography of bibliographies, 1938. N.Y. H. W. Wilson Company, 1939. 344p. Service basis

*Scope:* A list of 14,000 bibliographies published during 1937 and 1938.

*Arranged:* Alphabetically by subject.

This is the first annual cumulation of a tool so useful that one wonders why it wasn't undertaken long before. The basis for it, of course, can be found in those annual segments of the Poole indexing system called the *Annual literary index* and the *Annual library index*, and to some extent the Wilson indexing services performed the functions of a bibliographic index, but with nothing like the convenience of having all bibliographic contributions together. A special feature is the list of cumulative indexes to individual periodicals compiled by Margaret Roys of Columbia University Library.

The present plan is to issue three quarterly numbers and an annual volume, followed ultimately by a five-year cumulation. Many a reference department will now gradually unburden its vertical files of typed bibliographies.

## FUGITIVES

are reference questions still unanswered in the library where they were asked. If you can answer them please send the citation to this department. If you have Fugitives of your own send them in for others to answer.

*Answered*

11. Fugitive no. 11 may be answered by looking in Stevenson's *House Book of Quotations*, 3d edition, p. 1187, no. 6. The line from Addison's *Cato*, "The woman who deliberates is lost," is often misquoted as "She who hesitates is lost."

MARJORIE CRANDALL  
Reference Librarian  
Boston Athenaeum

# FILMS OUT OF BOOKS

By Maxine Block \*

## Fine Film List

A COPY of a new reading list called *Motion Picture Arts; A Reading Guide to the Cinema* has recently come to our desk. This is one of the Art Booklist series of the Enoch Pratt Free Library, Baltimore, and is an annotated list of 22 books on film art arranged under the headings: History of moving picture art; Film technique; Theory and criticism. It is a good looking leaflet on yellow paper printed in brown and with a striking cover illustration in blue taken from "Toward a New Music" by Carlos Chavez.

Nine thousand copies were printed and are being distributed thru the Library and a mailing list which includes art departments of colleges, museums, and libraries. The list is also used in the Enoch Pratt Free Library to supplement a display of books and pamphlets on motion pictures which occupies a prominent place in the Literature Department. Altho film literature is always popular, the librarian reports that publication of this list has stimulated book circulation.

## Library Cooperation on "Drums"

A book list compiled by the John Burroughs Junior High School Library of Los Angeles was a great stimulus to reader interest for pupils who had been to see "Drums" as a study project thru special arrangement with the local theatre manager.

The list follows:

Babbitt, E. C.	Jataka Tales Re-told
Hamerton, J. A.	Wonders of the Past
Kang, Younghill	Happy Grove
Kipling, Rudyard	Boys' Stories
Kipling, Rudyard	Jungle Book
Kipling, Rudyard	Kin
Marshall, H. C.	India's Story
Mukerji, D. G.	Gay-Neck
Mukerji, D. G.	Hari, the Jungle Lad
Mukerji, D. G.	Jungle Beasts and Men
Noel, J. B. L.	Story of Everest
Steel, F. A. W.	Adventures of Akbar
Valmiki	Ramayana, the Hero of India
Wychoff, C. C.	Joy

The instructors report that "All B-9 classes visited the library many times to make use of the books set aside especially for preparation of the picture. Because of this, the picture was not only greatly enjoyed, but stimulated a tremendous interest in India and in the British Army and British rule in India. From this point the whole study of England and her colonies became a live, vital interest. Kipling became a favorite author, and many classes have been again and again to the school library to read and enjoy him."

This type of list could with advantage be used for the new \$2,000,000 super-production of RKO's "Gunga Din." While this film was made at Mount Whitney, California, instead of India, informed observers say that it closely resembles the Khyber Pass. I thought the scenery magnificent, the costumes and sets amazingly real. Even a slightly abashed Kipling as a young journalist is one of the characters. Children will love it but there is a question in my mind about it is Hollywood too prone to aid imperialistic leanings of England and is the slaughter put on a bit too thick?

## "Union Pacific"

One of the important new films is "Union Pacific" of which your editor has just finished a research study guide for high schools. This film tells the fascinating story of the building of the first transcontinental railway which welded the nation together in the dangerous period of the Civil War years. It is directed and produced by Cecil B. De Mille, and is scheduled for release on April 28.

Librarians will do well to look over their collections, get out all material on the building of the railway; books on the early West; the novel on which the film is based, *Trouble Shooter* by Ernest Haycox; and also a highly fictionized but vivid presentation of the railroad, *The U. P. Trail* by Zane Grey. Photographs from library picture collections should be scanned for a display on The Evolution of Transportation starting with the horse, the steam boat, the overland stage coach, Wells Fargo, the pony express, and going on to the railroad, automobile and airplane. Paramount will send stills and local railway companies will probably furnish illustrations for photographs of the early locomotive, the General MacPherson, and in contrast a modern streamlined locomotive. Two fine early illustrations are to be found in the book *Adventures of America 1857-1883; a pictorial record from Harper's Weekly* published last year by Harper's. Lucius Beebe's *High Iron* has wonderful illustrations and a fine history of the Union Pacific.

## The Year's Best

The National Board of Review has selected the best films of 1938. An interesting comparison could be made of it and the forty critics whose reviews are published in the *Motion Picture Review Digest*. The National Board of

\* Editor, Motion Picture Review Digest.

(Continued on last page)

# A. L. A. NOTES

By *Edwin E. Williams*

## Institutes Announced

THREE institutes on county and regional library service, for professionally trained librarians, have been announced for this spring, according to the Library Extension Board. These will be at the Louisiana State University Library School, March 20 to April 1; at Emory University Library School, April 3 to 8; and at the University of Denver School of Librarianship during April.

Book selection is the subject chosen for the third institute which will be held at the Graduate Library School of the University of Chicago, July 31 to August 11.

## State Legislation

The Arkansas Legislature, according to word received by the Library Extension Board, has approved renewal of the \$100,000 appropriation for the state library commission and for state aid to county libraries. The bill awaits the signature of the Governor, who has been interested in library development.

The Tennessee Legislature has passed an act authorizing the acceptance of federal grants for libraries and an appropriation of \$10,000 annually for a library division in the State Department of Education when federal aid is available.

A new Montana act permits two or more counties to join in establishing a regional library.

## Federal Aid

S. 1305, a bill for federal aid for education, including libraries, was introduced into the Senate on February 13, sponsored by Senator Elbert D. Thomas of Utah, chairman of the Senate Committee on Education and Labor, and Senator Pat Harrison of Mississippi. A similar bill, H.R. 3517, had been introduced in the House on January 31 by Representative William H. Larrabee of Indiana.

The rural library section, Title III, and the library references in other titles of the two bills are nearly identical.

Hearings were held on March 2 and 3, the A.L.A. being represented by Carl H. Milam and Forrest B. Spaulding.

State representatives on the A.L.A. Federal Relations Committee have been supplied with

copies of a leaflet on the library aspects of the bills, and copies have been mailed directly to all members of Congress.

Upon introducing the measure, Senator Thomas said, in part:

"The purpose of the bill, as set forth in the general statement of policy with which it begins, is to assist in equalizing educational opportunities without Federal control over the educational policies of States and localities. The administrative features of the bill have been given careful attention with this purpose in mind. Every effort has been made to avoid any necessity or even occasion for the intervention of Federal administrative officials. After the States have accepted the act, or the various parts, which are separable, and have complied with a limited number of specific provisions, the United States Commissioner of Education is directed to certify payment of the grants. He is not directed or authorized to approve or disapprove any plans of the States for the expenditure of the funds. He is, however, required to audit the expenditures after they are made and to make an annual report setting forth in detail the extent to which each of the States has accomplished the equalization of educational opportunity in comparison with previous years."

The A.L.A. Federal Relations Committee urges librarians to write to their senators and representatives for copies of both bills, and to send letters endorsing the measure.

## Officers Nominated

The following nominations of A.L.A. officers for 1939-40 have been reported by the nominating committee:

First Vice President (President Elect): Essae M. Culver, State Library Commission, Baton Rouge, Louisiana;

Second Vice President: Donald Coney, University of Texas Library, Austin; and A. F. Kuhlman, Joint University Libraries, Nashville, Tennessee;

Treasurer: Matthew S. Dudgeon, Public Library, Milwaukee;

Members of Executive Board (two vacancies): Ruth E. Hammond, City Library, Wichita, Kansas; Flora B. Ludington, Mount Holyoke College Library, South Hadley, Massachusetts; Keyes D. Metcalf, Harvard University Library, Cambridge, Massachusetts; Charles B. Shaw, Swarthmore College Library, Swarthmore, Pennsylvania;

Members of Council (five vacancies): H. Marjorie Beal, State Library Commission, Raleigh, North Carolina; Anne M. Boyd, University of Illinois Library School, Urbana; Mrs. Vera S. Cooper, De Pauw University Library, Greencastle, Indiana; Mollie E. Dunlap, Wilberforce University Library, Wilberforce, Ohio; Donald B. Gilchrist, University of Rochester Library, Rochester, New York; John B. Kaiser, Public Library, Oakland; Willis H. Kerr, Claremont College Libraries, Claremont, California; Georgie G. Mc-

(Continued on page 553)

# LIBRARIES ABROAD

By Ruth Mishman \*

[A monthly commentary on foreign professional publications. Requests from readers for information on recent developments in any particular field will be welcomed.]

THE impulse to survey and analyze which seizes everyone at some time or other has led the writer to set down an assortment of facts and figures on descriptions of library work in foreign countries and in foreign languages which have appeared in periodicals and books of the last three years. These data represent merely a few preliminary notes for a study of our professional literature and are gleaned from the 1936, 1937, and 1938 entries in *Library Literature*. The majority of articles originate in the country whose conditions they describe.

The heading, *Libraries*, covers a heterogeneous collection of places and languages. In 1936 one French and one Danish article were found on the subject in general; in 1937 there appeared one in French (published in an American periodical), one in German, and one in English from an Indian publication; in 1938 there were two French articles. Library administration was treated in 1936 in one Italian and one Indian periodical, in 1937 in two articles in German, and one each in Spanish and Russian, and again in an Indian periodical. The Germans have an unquestioned lead in the study of library history, with two discussions in 1936, three in 1937, and four in 1938, as against one from Cilia in 1936 and one from France in 1938 to represent the other nations. Accounts of libraries in individual countries include, in 1936, Australia, Austria, Belgian Congo, Belgium, China, Czechoslovakia, Denmark, Finland, France, Germany, Great Britain, Hungary, India, Italy, Japan, Latin America, Latvia, the Netherlands, Norway, Peru, Russia, South Africa, Spain, Sweden, Switzerland, and Turkey. For the 1937 data subtract the Belgian Congo, Japan, Netherlands, Peru, and Turkey, and add Ecuador, Egypt, French Indo-China, Mexico, New Zealand, Poland, and Trinidad. Some regions not treated earlier appeared in 1938; they are Albania, Central America, Cuba, Estonia, Ireland, Lithuania, Palestine, Persia, Scotland, and the West Indies.

The subject of the relation of libraries to the state appears to be losing slightly interest abroad. In 1936 there were two articles on state control of libraries in Germany, six on the question in Great Britain and one each

on Ireland and Norway. The next year produced one more on Germany, one on Russia, and three each on Czechoslovakia and Great Britain. Only five articles treated it in 1938, three on Germany and one apiece on Great Britain and Poland. Legal deposit, on the other hand, is on the upswing. Last year it was discussed in French, Norwegian, and Indian publications, in general terms, in addition to two special treatments on legal deposit in the British Empire and Italy. In 1937 there was one general discussion in German, as well as two on the situation in Germany, and one each on Great Britain, Norway, and Switzerland. The only one which appeared in 1936 was written in and on Czechoslovakia. Great Britain captures the largest number of places with regard to library cooperation, with five in 1936, one in 1937, (not including an article on cooperation in the British Empire) and four in 1938. Other countries discussed under this head last year include India, Italy, Norway, Sweden, and Denmark. The matter was also broached with regard to South Africa and to Europe in general in 1937, and to Ireland, the Netherlands and Norway in 1936.

## Interest in Adult Education

To judge from the literature on the subject, the adult education movement continues to operate with undiminished vitality. In 1936 its manifestations in South Africa, Czechoslovakia, Finland, Ireland, Russia, and Sweden were discussed. In 1937 there were articles on Great Britain, India, Norway, and the Scandinavian countries, five of them dealing with the two latter categories alone. Three articles were written on the British movement in 1938, two on the Russian, and one each on the Cuban, Danish, Japanese, Norwegian, and Scandinavian, while one Danish article reviewed the general phases of the subject.

Children's libraries as a whole were discussed in the Chinese, French and Russian languages in 1936; in the same year they were dealt with as national developments in China, Czechoslovakia, Denmark, France, Germany, Great Britain, India, and Scandinavia. The subject was taken up only in relation to Denmark and China in 1937, but in 1938 it was vigorously revived with articles on the subject in genera in French and English, and in the language of their respective countries on Australia, Cuba, Denmark, Germany, Great Britain (nine articles), Italy, Norway, Scandinavia, and South Africa (five articles). Children's work, on the other hand, has been relatively neglected

\* These notes have been compiled with the collaboration of the editorial staff of *Library Literature*, of which the author is a member.

for the past two years. One Australian and one German discussion appeared in 1938, and a Russian treatment was published in 1937. Italy, Germany, Russia, and the Netherlands were represented in 1936. The apparently paradoxical discrepancy of interest in these two closely connected subjects may be due to the fact that many of the countries noted under the former one have only recently begun to establish children's libraries, and are still at the stage of discussion of administrative and organizational problems, rather than of theoretical principles.

Hospital library service received particularly exhaustive treatment in foreign languages in 1938, as a result of the publication in the *Veska-Zeitschrift* for October 1938, of the Proceedings of the second conference of the International Guild of Hospital Librarians, held in Geneva. Five articles in German, seven in French, two in Danish, and one in Swedish discussed the subject in general, while a large volume of comment on hospital libraries in special countries embraced Great Britain, Ireland, Sweden, and Switzerland. A lively interest was also evidenced in them in the preceding two years, which saw the publication in Barcelona of a pamphlet on hospital libraries in Spain, in addition to articles on the countries already named.

Among foreigners, the northern Europeans—the Norwegians, the Flemish and the Germans—dominated the cataloging field in 1938, but in 1937 it was in the hands of the Chinese, the Hindus, and the Russians, as well as of the Dutch and the Germans. Only the Russians and the Germans entered contributions in 1936. While cooperation in general is, as we have seen, a matter of steadily deepening interest, that phase of it which is expressed in the union catalog is in a particularly flourishing state. Discussion of union catalogs abroad spread from two countries, Great Britain and Germany, in 1936, to Italy, Latin America, Sweden, and Switzerland in 1937, and further on to Belgium and Denmark in 1938. Increased discussion of the subject is symptomatic of increased interest in it, but it does not imply that no union catalogs existed in any of the countries listed above before three years ago.

### Classification Widely Discussed

Classification, again, has been discussed almost everywhere. The Indian journals have been at it steadily from 1936 to 1938. The Chinese were silenced during the past year by the Japanese invasion, but they were persevering commentators during 1936 and 1937. The Germans and the Dutch wrote on it in 1937 and 1938, and Cuba, Argentina, and Belgium each had an article in 1936, 1937, and 1938 respectively. In Great Britain school librarians are

now much concerned with the subject. The foreign articles on the classification of special subjects merit particular attention. Indian library literature displays a predilection for this type of study. Between 1936 and 1938 it presented treatises on the classification schemes for history, Indic literature, general literature, patent literature, and mathematics. A Dutch adaptation of the universal decimal classification to the field of aviation was published in 1937. In the same year the International Institute of Agriculture in Rome published its classification scheme and a Russian article on technology classification appeared. A French treatment of the same subject came out in 1936, at the same time as a Russian discussion of a philology classification and a German article on the classification of books on meteorology.

The publication within the last two years of three directories of centers of bibliographical information has led to the introduction of a new subject heading, *Documentation centers*, in the 1938 *Library Literature*. The directories cover the Netherlands, Switzerland, and Germany respectively, the last dealing only with centers for technology and related subjects in that country.

### Invitation to Study

The reader who has accompanied me to this point is probably ready to ask, "So what?" and I can hardly resist the temptation of answering, "So nothing." This survey is too sketchy to justify the drawing of profound or far-reaching conclusions. The dates are suspect, because a book which was indexed in 1937 may have been published the year before, so that trends of thought cannot be clearly traced without further investigation. But possibly some time soon a library school student with a talent for drawing up tables and plotting graphs will make a really thorough study and evaluation of library literature. He will note the relative amount of space allotted to each subject and to each country. He will discover who influences whom, what countries publish most and least articles on library developments in other countries, in what countries translations are most often printed, the ratio of American interest in foreign libraries to foreign interest in American libraries, the relation of the volume of printed matter on library work issued in a particular country to the library development of that country, and any number of other interconnecting data. It should make a very pretty thesis.

Incidentally, the 1939 issue of the Library Association Year Book has come to us from London. One of its most useful features is a calendar of authors' birth and death anniversaries and of association and committee meetings.

# Junior Librarians Section

[This monthly department, sponsored by the Junior Members Round Table of the American Library Association, is concerned chiefly with reporting and integrating the activities of the younger librarians. Junior groups are asked to send regular reports and recommendations. Correspondence and articles from individual librarians pertaining to the work and welfare of library assistants are also welcome. Material submitted for publication in this department should preferably be addressed to the Round Table's editorial representative and "coordinator": Mrs. Ruth Phillip Griffith, 4318½ Melbourne Ave., Los Angeles, Calif.]

N.B. Acting coordinator is Mrs. Mary Kenan, Kern County Free Library, Bakersfield, Calif.

## CHAIRMAN'S COLUMN

**PLANS** for the San Francisco conference are almost completed. The date for the State and District Representatives' meeting has been set for the first Monday of the Conference, June 19. From 10 to 12 Tuesday morning is scheduled the main business meeting and program. The night for the semi-formal dinner has not yet been definitely decided, but will probably also be the first of the week. So those Juniors who cannot attend the conference for the entire week should plan on the first half of the week anyway, in order to be present during Junior activities. Watch for further announcements regarding speakers and other features of the Junior meetings.

## JUNIORS TO HAVE SUITE

The San Francisco Bay and Portola District Junior members of the California Library Association are sponsoring a Junior Headquarters Room at the Empire Hotel in San Francisco, which will be announced headquarters for all members of the C.L.A. and A.L.A. JMRT. Here will be a place for news, information, tea (every afternoon from 4 to 6) meeting friends, "lions" and juniors from everywhere. To guarantee the suite we need 50 reservations. Make your reservation early and be sure to mention the Junior Member Headquarters when you send in your reservation.

## ANNOUNCE NOMINATING COMMITTEE

The all-important nominating committee is announced at this time:

John M. Connor, Medical Library, Columbia University, New York City, *Chairman*  
Mary Alice Salyers, Somerset Public Schools Library, Somerset, Kentucky  
Marian C. Young, Des Moines Public Library, Des Moines, Iowa

New nominating procedure is to be tried out this spring, and if successful, it will be included in the Constitution to be presented for adoption at the San Francisco meeting.

Letters to State Chairmen outline this procedure and request suggestions for nominees.

## HISTORIAN APPOINTED

Miss Lois Buss, Glendale Public Library, Glendale, Calif., has been appointed Historian of JMRT for the rest of this year. Her duties will be to complete and bring up-to-date the Historical and Publicity Scrapbook of the group. Please send any clippings, magazine articles or miscellaneous publicity to Miss Buss, at this address: 609 E. Windsor Road, Glendale, Calif.

## INVENTORIES EXHAUSTED

"To date 1069 Inventories have been distributed, including 36 to accredited library schools and to a few outstanding staff associations," according to Miss Irene Fett, Chairman of the Committee for Encouragement of Informal Study of JMRT. At the present date, the supply is exhausted, but if you have not received your copy, please send your name to the Secretary of your District (see JMRT Directory, October 1938 *Wilson Bulletin*).

Norma Olin Ireland

## Grist of The Contest Mill

By Marie D. Lubetkin, *Chairman, Libraries Look Ahead Contest*

"I feel like an eight-day bicycle racer or something," wrote one of the Libraries Look AHEAD CONTEST committee. One after another the other members of the committee concurred in the thought, as they became submerged in one lot after another of manuscripts, all to be carefully read and evaluated.

Picture the situation after April first, the contest's closing date: ten committee members frantically trying to give each essay careful, impartial consideration; passing them along to other committee members, not such a simple matter when they are scattered from New York to Georgia, from Wisconsin to New Jersey, and then to California to top it off. Naturally enough these ten preliminary judges did not always agree among themselves, but on the whole, the better essays received a pretty general recommendation. The difficulty was not so much to determine which essays were good enough to include among the finals, but rather, which must be omitted. For one thing the members of the committee give thanks; they did not have to make the ultimate decisions!

It would be difficult to find a more varied set of answers than the contest unfolded. While some of the papers dealt with the future of libraries in a general way, these were comparatively few. Most of the writers had very definite ideas concerning the professional outlook for the future, and in many instances they outlined the channels along which they expected these developments to come.

#### WHAT OF THE LOOKS AHEAD?

The difference of opinion expressed was constantly amazing. A library was defined as everything from a collection of rare books and incunabula to a cupboard of books in a forest ranger's cabin. Several writers occupied themselves with the philosophy of libraries; several others with their objectives. Libraries were stressed as the cultural source, rather than the cultural supplement, of the community. Social consciousness of the library was also urged. Labor and politics present a real problem to the library, one contestant believed. Others considered library policies and censorship.

"Quiet" in libraries actually concerned several writers, two aligning themselves in its favor, one against it. Two trustees took the opportunity to express their views of libraries and their staffs. Others considered the library from the standpoint of the public. Several kinds of libraries were discussed, most frequently the regional and the school library, including elementary, high school, trade school, and college. Rural, small, and special libraries—including institutional, medical, music, drama, and art—were outlined.

Library buildings, and their locations, were considered by two papers. Cooperation would meet the needs of the future, according to four writers, who urged library cooperation with the community, schools, and recreational groups. One paper suggested cooperative book analyses to benefit many libraries.

#### MECHANICAL DEVICES

Mechanical devices appealed to about a dozen authors, some of whom had a riotous time in the libraries of their minds' future. All sorts of intricacies would provide everything from curb service, as one drove right up to the desk, to red lights indicating that the desired books were out, and including, of course, chutes to transmit books from the stacks to the patrons, television to give the benefit of books in libraries abroad, microphotography, radio, moving pictures, escalators, and elevators to whisk readers to the 20th floor of the newly-styled library skyscrapers. The books themselves would, quite naturally in this scheme of things, be able to shelf themselves, in somewhat the same way as letters sort themselves in a linotype machine.

About the only thing these mechanical libraries did not provide was a different answer for those to whom we now must say: "I'm sorry, but the book is out."

It was interesting and gratifying to discover that nearly all the 228 essays made some note of the necessity for good publicity, one writer going so far as to say that "not until it reveals every phase of the service will publicity be considered adequate." Eighteen essays dealt primarily with publicity, public relations, and library advertising, more than with any other single topic.

#### TIME WILL TELL

Book selection, as might be expected, brought forth a storm of comment. The art of book selection was but the beginning. Propaganda was in the minds of several writers, urging the library for the masses. Partiality was scored by some. "Where is the left wing in public libraries?" asked one, while others demanded the encouragement of, even a fight for, democracy.

There is an interesting range in the differences of opinion between those who urge the library to "get down to the level of those who would read," and those who feel that there is a "classic heritage to be upheld." Some believe that the trend is toward the more scholarly—"Safeguard literature!" urged one—while others feel that it is a case of books versus service.

Now that the LIBRARIES LOOK AHEAD CONTEST is a thing of the past, one looks toward the future to see which, if any, of the myriads of suggestions that have been expressed in these contest pages, will come into being. Whether the world will settle down with the feeling of one writer, who spoke for himself about libraries: "just as is, is o.k.," or whether the pendulum will swing to the other extreme expressed by the author who looked into the future and found "no good to come," only time will tell.

And so its sponsors—the *A.L.A. Bulletin* and the Junior Members Round Table—thank all those who labored in and for the LIBRARIES LOOK AHEAD CONTEST, and feel with gratification that indeed "some good has come."

#### Southwestern Juniors

##### Officers elected in 1938:

Lucile Canaday, Librarian, Oklahoma City,  
*Chairman*  
A. A. Whitman, Librarian, Poinsett County,  
Arkansas, *Vice-chairman*  
Elizabeth Cooper, Carnegie Library, Oklahoma  
City

##### OKLAHOMA

Hazel Whaley, President, Public Library, Yale  
Eugenia Maddox, Chairman (no address)

LOUISIANA

Lucile Althar Tindol, Centenary College, Shreveport, *Chairman*  
Elizabeth Johnson, L. S. U. Library, University, La., *Vice-chairman*  
Lucille Pugh, Fair Park High School, Shreveport, *Secretary*

Executive Board:

Evelyn Stuart Comier, Behrman High, New Orleans  
Frances Flanders, Neville High School, Monroe  
Floretta Eberling, New Orleans Public Library,  
New Orleans

ARKANSAS

Lois L. Rainer, Pulaski County Library, Little Rock, *Chairman*  
Nancy Waddell, Mississippi County Library, *Vice-chairman*  
Marguerite Morris, University of Ark., Fayetteville, *Secretary*

TEXAS

Gladys Hitchcock, Bexar County Free Library, San Antonio, *Chairman*  
Mildred Dulany, Waco Public Library, Waco, *Vice-chairman*  
Natalie Gorin, Wichita Falls, *Secretary*

Saga of the Southwest

This is the Saga of the Southwest,  
This is the story that now can be told.  
How is the story of Southwestern Juniors,  
How the Juniors have been meeting and  
writing,  
Electing, selecting, and concocting  
The projects listed below.

Let us go now to Oklahoma,  
Organized since '35;  
There they need a constitution--  
Lo, it waits a convolution  
To pass upon its merits.

There the state is cut in sections,  
This they do to make connections  
Live and vital and professional,  
This they do for a confessional  
For the Juniors working there.

For their group they exact a quota,  
A quota of cash for funds you see  
Called by Juniors across the river  
(The big long shining Mississippi)  
Called by southern Juniors, drawing,  
Then the quota sound like "quatah"  
Twenty-five cents to you and me!

Come now let us really cross the river,  
Cross the river westwardly,  
To the youngest of the Juniors,  
To the group in Arkansas,  
There their chairman they elected  
In the fall of '38;  
And they're busy now compiling  
All the workers in the state,  
All the workers, alphabetical,  
Workers real, not hypothetical,  
In the libraries of the state,  
By location and position,  
By their last name, then the forename  
Will they fall into their place,  
Thus the Juniors plan their project,  
Thus they push their work ahead  
In the State of Arkansas.

Now let us cross again the waters,  
Let us cross the River Red,  
Down the map to Texas travel,  
Travel for the story's thread,



JUANIMA WELLS  
Bexar County Free Librarian

Where they stamped and mailed the letters  
With the lengthy questionnaires  
Where they counted up the totals  
And divided all the rest  
Till the cost of living surveyed  
Gave returns in terms statistical,  
For the Average (not mythical)  
Spent forty more than made,  
Thus shows the yearly budget,  
Now the Juniors there are fighting  
With the glowing hope of righting  
This sad financial plight.

Let us fly the Mississippi,  
Big long, shining Mississippi,  
Ever present boundary  
To the state of Louisiana,  
To another of the Southwest,  
Where they're giving of the best  
To the modern library,  
There they've gathered and they've garnished  
E.

Experience and training per se,  
So they told it to me!  
On the program for this season,  
For the season now at hand  
Down in little Louisiana,  
They divided up the land;  
Cut it up into five sections  
Like their neighbor on the North;  
Cut it up into five districts  
With the aims and object three:  
To foster interests professional,  
To foster meetings social,  
To foster real and interest  
For the Big Meet of the Spring.

Thus the Juniors, ever working,  
Working thus to grow apart,  
Spend the sunny season southward,  
(You can guess about the summer)  
In the Land that's known as Southward  
And a trifle toward the West.

JUANIMA WELLS

## CLARA WHITEHILL HUNT

(Continued from page 539)

plans and had built a separate sliding door over every small compartment intended for supplies.

The next great problem facing Clara Hunt was that of finding children's librarians. Trained children's librarians were not easily available. So Miss Hunt picked "the right kind of people" and began to train them. Meetings were frequently held at which children's books and room problems were discussed. The informal discussions grew into a real Training Course for Children's Librarians in 1914, which functioned until 1930. By the latter date several library schools offered special courses and graduated a fairly large number of children's librarians.

Today, Miss Hunt, high in her 18th floor office, watches over 34 branches. The magnificent view of New York's harbor from her windows must often have served as an inspiration to her to preserve an open mind and unclouded vision.

Thru all the press of work, Miss Hunt has managed to find time to write four books about children for children: *About Harriet*; *The Little House in the Woods*; *Peggy's Playhouses* and *Little House in Green Valley*. A love for the country is a dominant theme behind the latter three books. And, one can understand what she meant when she said, "If one has health, imagination, and love of beauty, a person with very little money can have a mighty good time in the world."

## NATURE'S BOOK

(Continued from page 538)

General books are difficult to group. *Dalgleish* has added *Animals in black and white* to that series—animals including also birds, reptiles and fishes. Two picture books—Webb's *Animals from everywhere* is general but Martin's *American animal book* is more at home. Both have fine colored full-page plates. The South has two books to boost it—*Southern nature stories* with plenty of pictures and large print by Baker, Harris and Rogers and *Animal tales from the old north state* by Cobb and Hicks. The latter is a Brer Rabbit variety from North Carolina. *Who's who in the zoo* by the Federal Writers project, like the bird book, is worth buying for the photos alone. All orders of mammals are represented. *Forest neighbors* by Patch and Fenton—a well known combination—presents birds and animals of the North Woods—that forest stretching from Maine to Minnesota. Lippincott's *Animal neighbors of the*

<sup>1</sup>Kunitz and Haycraft. *Junior Book of Authors*. H. W. Wilson Company.

*country side* presents the author's personal experiences with our common creatures.

There is a strong temptation to include some enrichment material—what might be called the "fringe" of nature study. Peattie in words and Ayamar in photos have given us a picture of the interrelationship of living things in *This is living*—a theme found in Peattie's previous work *A prairie grove*.

## A.L.A. NOTES

(Continued from page 547)

Afee, Public Library, Lima, Ohio; Edgar S. Robinson, Public Library, Vancouver, British Columbia; Rose L. Vormelker, Public Library, Cleveland.

Members of the committee are Tommie Dora Barker, L. Elsa Loeber, Nell A. Unger, Charles E. Rush, and Malcolm G. Wyer, chairman.

Ralph Munn, director of the Carnegie Library of Pittsburgh, Pennsylvania, who has served as vice president during the past year, will succeed to the presidency of the A.L.A. for 1939-40 during the San Francisco conference.

## Conference Program Notes

Among speakers announced for sessions of the various groups meeting during the San Francisco conference, June 18-24, are:

Agricultural Libraries Section: Sydney B. Mitchell, University of California School of Librarianship, on gardening literature; Ralph R. Shaw, Gary Public Library, on "Reference and Research Work in Engineering Libraries."

Art Reference Round Table: Rene d'Harnoncourt and Millard Sheets, California artists.

Association of College and Reference Libraries: Robert M. Lester, secretary, Carnegie Corporation of New York.

Round Table on Work with the Blind: Kate Foley, California State Library.

Committee on Library Cooperation with Latin America: Herbert I. Priestley, Professor of Mexican History at the University of California and Librarian of the Bancroft Library.

Professional Training Section: Gretchen Kniff, Kern County Free Library, California.

Section for Library Work with Children: Thomas Handforth, author and illustrator of *Mei-Li*.

University Library Extension Service: Herbert H. Scott, extension director of the University of Oklahoma, and Glenn Jones, extension director of the State College of Washington.

Joint meeting of School Libraries Section, Section for Library Work with Children and Young People, and Young People's Reading Round Table: Rachel Field, author.

## Reorganization

A tentative report of the Third Activities Committee is scheduled for the first session of the Council at San Francisco on June 19.

A subcommittee has been appointed to consider resolutions presented to Council by the Association of College and Reference Libraries.

# THE SCHOOL LIBRARIES SECTION

By Mae Graham

[This monthly department about school libraries is prepared for the Wilson Bulletin under the direction of the School Libraries Section, American Library Association. All school librarians are invited to utilize this department for the discussion of their problems. Inquiries and contributions should be sent to Mae Graham, Department of Library Science, College of William and Mary, Williamsburg, Va.]

IT is often difficult for the librarian to find something new for an assembly program. The playlet given below was written by Mrs. Roberta M. Ryan, Librarian of the Hardin Junior College, Wichita Falls, Texas. Mrs. Ryan's library club gave it before an assembly of the junior college.

## SNOW WHITE OR THE MODERN SCHOOL GIRL

With apologies to Walt Disney  
(Time: 10 minutes)

### CHARACTERS:

Snow White or the Modern School Girl  
Prince Charming or Education  
Witch or Flunking Grades

10 Dwarfs or 10 Main Divisions of the Dewey Decimal System. (Dwarf caps of brown mushin and cotton beards may be used effectively)

Dopey  
Sneezy  
Doc  
Grumpy  
Bashful  
Sleepy  
Happy

(Later additions to Dwarf family)

Silly  
Cutie  
Funny

### SETTING:

A School Campus. (An old well left front and campus bench right center.)  
Curtain opens with Snow White pacing floor. (Book under arm and mouth full of gum.)

SNOW WHITE—I am little Snow White, the modern school girl. (Stops walking, takes gum out of mouth, whirls it on finger, and looks thoughtfully at it, pops it back in mouth.) I have searched the world over for an education. On campus, off campus, radios, movies, dances, weiner roasts, football games—(despairingly)—everywhere. (Sings *Someday My Sense Will Come!*)

<sup>1</sup> *Someday My Prince Will Come* should be parphrased something like this: *Someday My Sense will come, Someday I'll have a Brain, etc.*

Education, oh, education, where art thou? (plaintively.)

VOICE IN WELL (Education)—Here I am, Snow White.

SNOW WHITE Something tells me I hear a voice in that old well. (Bright idea)—Ahh! maybe it's a wishing well! If wishes were horses, this beggar would be a whole cavalry. I'll just try it out and see. I never once thought of finding Education in a well. (Sings *The Wishing Well*.<sup>2</sup> At end of song she peers into well, lets bucket drop into well, and runs back-stage. As bucket drops, up pops Education tied to other end of rope.)

EDUCATION (Facing front of stage)—Say, it's swell to get out of that old well. I've been in captivity ever since the modern girl began seeking me. That old witch, Flunking Grades, put me in here. Boy, will I be on the lookout for her from now on? You know I think I'm going to like these modern girls. Say, was her voice swell—I'll need more wax for my ears than did all the mariners of Ulysses, when they heard the sirens' music. I'm going to find her right now. (Begins climbing out of well.)

SNOW WHITE (Slowly and cautiously approaching.) And who are you?

EDUCATION Aw, don't you know me? We're been trying to find each other ever since the war.

SNOW WHITE Which war? Oh, here come those horrible 10 dwarfs that I'm supposed to conquer. (10 dwarfs enter in line from left rear entrance singing *Heigh Ho*. Dwarfs enter in a bent position, with balloon on back, each balloon having a number of the Dewey Division painted on it, and Dwarfs do not straighten up until later when Snow White punctures each balloon.) They (Pointing toward the marching Dwarfs) have kept me from finding you all this time. They say I've got to learn them and all they represent before I can have Education. "Oh, dear! I shall never have you now."

(Dwarfs have trooped in and are milling around well enclosing Education, who makes futile attempts to escape.)

<sup>2</sup> The words of *The Wishing Well* should be appropriately paraphrased as *Someday My Prince Will Come*.

**EDUCATION** (Perched on edge of well.)—Snow White, how can I ever get over there where you are? I'd as soon be down in the wishing well as to be guarded like this by the Dewey Decimal System. I know them from the Zero's to the 900's, and I don't care for this kind of chaperoning—if you know what I mean.

**SNOW WHITE**—Yes, I think I know what you mean, all right. Neither do I, but what are we going to do about it? Here, I've been searching for Education for all these years, and now just as I find you, these miserable old Dewey Divisions have to poke their noses in where they aren't wanted. And besides, here comes that old Witch, Flunking Grades. (Sound effect) Now I know I'm sunk. (Witch, Flunking Grades, enters and goes over towards Snow White and frightens her.)

(Dwarfs have stopped running and skipping but have Education securely protected from Snow White. All this time Education and Snow White have been making futile efforts to reach each other thru the wall of dwarfs. As the Witch entered, the Dwarfs start marching with renewed zeal, and determination to keep the two apart. Witch joins Dwarfs.)

**Snow White** (Pathetic voice)—Prince Charming, what am I to do? We can't go on like this. After all I've got to finish school so I can be prepared to meet the "cold cruel world." (Said in desperate voice.) And I can't finish school till I get Education, and I can't get Education like this. (Dwarfs and Witch moving slowly between the two.)

**EDUCATION** (Snaps fingers)—You know Snow White, I think you've got something there. Have you ever thought about studying a little?

**Snow White** (Thoughtfully)—No, I never did. (Witch looks worried.)

**EDUCATION**—I've got it. Snow White, suppose you begin studying right now, and learn all those Dewey Decimal Divisions. (Dwarfs still in bended position, march from around well and form circle around Snow White, who is near bench.)

**Snow White**—Okay, I'll start right now. (Drops down on campus bench, opens book and studies diligently. Dwarfs march around Snow White, sing *Whistle While You Work* as old Witch sneaks off stage, defeated.)

**EDUCATION**—Atta girl, Snow White, I knew you could do it. Now, you can find me.

**Snow White**—(Jumps up on bench and throws book down.) Oh boy, now I'm educated! I know all those old divisions, and every

thing about them. Bet I could show the librarian how to find material now. Say, since I've mastered these Dwarfs, I'll make short order of them. (Dwarfs still marching around Snow White in bent position, sing *Heigh Ho*, she punctures each balloon with a pin and as each balloon is punctured, making a loud noise, the Dwarf straightens up. The Dwarfs march in line, still singing *Heigh Ho*, and stand across the back of stage. Education rushes to Snow White, helps her down; they lock arms and start walking off stage smiling at each other.) There, at last I've found you. Oh, boy was that a job, but it's worth it.

**EDUCATION**—You need never be afraid of the "cold cruel world" any more, little Snow White. You've got Education!

**Snow White**—Wait a minute. (Runs across stage and throws gum in well, comes back, catches Education's hand.) Now! (They walk off right stage smiling at each other.) Dwarfs (standing erect), march off stage at left rear, singing *Heigh Ho* with much gusto.

### Gift Books for Boys and Girls

*Books we would like for Christmas* is an unusual and interesting annotated book list prepared by the boys and girls of the Edgemont School, Scarsdale, New York.

Eleanor B. Mason, the librarian writes:

"We thought that it would be helpful to the parents to have a Christmas buying list, with the children's own comments. So, about a month before Book Week, we divided the library's new books according to grade level, and sent them to the appropriate rooms. Any child might write a review of a book in which he was interested. He was pleased to do this because it meant that he could be the first to read the new book."

The children were such enthusiastic reviewers that most of their write-ups were too long, and had to be cut down. In doing this editing great care was taken not to change the original wording. (The original spelling, however, was emended.) The office secretary typed and mimeographed the list. She also chose the shade of green for the cover, and her architect father lettered it. After the booklet was assembled one copy went to each family having children in the school. The list was received with interest by the parents. We are now making a survey to see how many of these books actually materialized into Christmas presents.

The completed booklet was the result of the labors of the children of Grades 3-9, their teachers, the librarian of the school, and the office secretary."

Miss Mason has extra copies which she will be glad to send to anyone requesting them. Send requests to Eleanor B. Mason, Librarian, Edgemont School, Seely Place, Scarsdale, New York, and enclose six cents in stamps to cover cost of mailing.



# The Month at Random



Volume 13

Number 8

## WILSON BULLETIN FOR LIBRARIANS

April 1939

ALTHO the young librarian today is better prepared than ever before to handle his job, as the result largely of the notable development and standardization of our graduate library schools, the question of whether education for librarianship ought not to be organized on the under-graduate level is still an open and lively subject for debate. In fact, as the two letters in our correspondence columns and the article by Mr. Orman in this issue indicate, the discussion appears to have reached a critical phase and stands as one of the major issues before the profession. We invite further comment on the subject of training for librarianship.

### EDITORIAL

The city could save money by spending enough on new library facilities to reduce juvenile delinquency and crime, former Federal Judge Edwin L. Garvin declared in his annual report as President of the Board of Trustees of the Brooklyn Public Library to Mayor Fiorello H. La Guardia and the Board of Estimate.

Appealing for funds which would raise Brooklyn from its position "at the foot of all large city public libraries" in per capita appropriations, Judge Garvin wrote:

"I am convinced that a much more liberal financial policy towards this library would result in a monetary saving by the city, for this reason: if adequate branches could be maintained in every section of our borough, and if each could provide a children's department, their influence in reducing juvenile delinquency and crime and in building the right sort of citizenship for tomorrow would produce a positive credit on the City's ledger."

### NOTES

"The American Library, Milestones and Signposts," a chronology of library history from 1638, when John Harvard left his books to the college thereafter named for him, to 1937, has been published by the Newark Pub-

lic Library in pamphlet form. First prepared by members of the Library staff as a feature of the American Library Exhibit shown in Newark in the summer of 1937 on the occasion of the American Library Association Conference in New York, the chronology later appeared in 1938 in *The Library*, bulletin of the Newark Public Library, now out of print.

The present reprint in pamphlet form was made to meet a large demand from other libraries for copies of the chronology. Cost of printing will be covered by a charge of 25 cents per copy.

The pamphlet, 3 1/2 by 7 inches and containing 20 pages, is replete with important steps in the development of the American free public library system. Among the earlier notations are those concerning the founding, in Peterborough, New Hampshire, of the first library supported by public funds, in 1833, 16 years before New Hampshire passed its library law; incorporation of the Astor Library in New York in 1849, with Washington Irving as first president and Joseph Green Cogswell first librarian; the world's first convention of librarians in 1853 in New York, with 82 delegates, all men; founding of the American Library Association in 1876, with an attendance of 90 men and 13 women; the start of the first library school in any country, at Columbia College in 1887; and the beginning of Andrew Carnegie's library gifts in 1890.

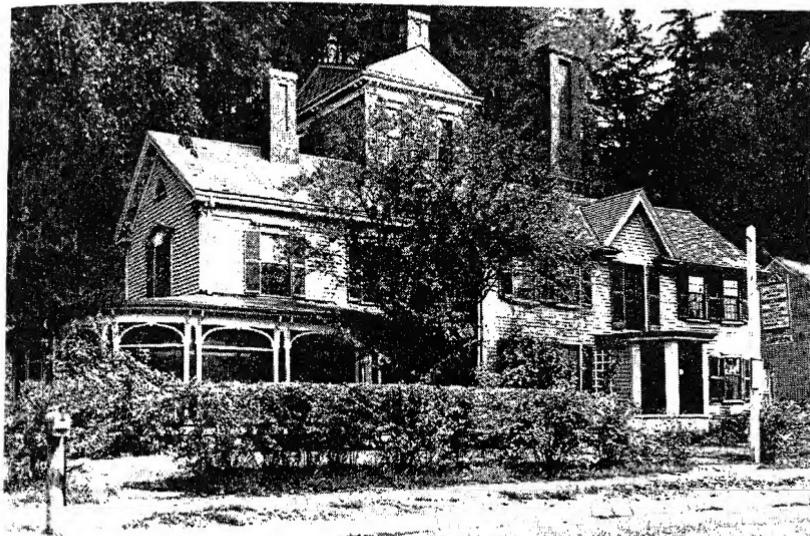
### NOTES

One of the exhibits at the World's Fair will be that of the Municipal Reference Library, in the City Exhibits Building. The main part of the exhibit is a photomural explaining the siphoning into the library of printed material and its use by city officials and citizens. Among the books on display will be *New York Advancing*, the city's best selling publication, edited by Rebecca B. Rankin, librarian of the Municipal Reference Library.

Incidentally, librarians visiting the World's Fair are cordially invited to visit the offices of The H. W. Wilson Company.

### NOTES

Plans for a "President's Special" train to transport the librarians of the East to San Francisco for the American Library Association's 61st annual conference, June 18-24, were discussed at the recent annual meeting of the Staff Association of the Brooklyn Public Library. Representatives of various railroad spoke and motion pictures of the proposed



## THE WAYSIDE, CONCORD, MASSACHUSETTS

Martha E. Bonham

Four authors have lived in this house: Bronson Alcott; his daughter, Louisa May Alcott; Nathaniel Hawthorne; and Mrs. Daniel Lothrop (Margaret Sidney), author of the *Five Little Peppers* series.

itinerary were shown. The plan proposed by a committee under Irene Smith, President of the Staff Association, is for library delegates from all parts of the East, South, and Middle West to converge on St. Louis, there to join the "President's Special" from New York. (The President, of course, is Dr. Milton James Ferguson, Brooklyn's Chief Librarian, who will preside at San Francisco.) More than fifty Brooklyn librarians have indicated their intention of going to the conference. Special rates offered because of the World's Fairs at either end of the trip are expected to attract a large number of delegates.

Jefferson Junior High School, Meriden, Conn., has a thriving library club. At a recent meeting of the club Charles W. Morris, founder of the British School Library Association and an editor of the *School Librarian*, spoke on the differences between English and American schools.

The English attitude towards education is less experimental, said Mr. Morris, who is an exchange teacher at Hartford High School. England has not developed her school libraries to the extent that we have, but in the last five years great progress has been made. No new

schools are being built without libraries and full-time librarians.

The author of the article in this issue on the picture collection index, Otto Bettmann, Ph.D., librarian, historian and graphic arts expert, left his native Germany in 1935 to establish the Bettmann Archive in New York City. The Archive, containing some 15,000 photo reproductions of art works, furnishes book publishers with all types of historic illustrations, advertisers with unusual campaigns, and general magazines, trade journals, and house organs with varied picture-features and technical material. Dr. Bettmann writes for a good many magazines and lectures on the history of fashion at the MacDowell School. He has also addressed various meetings of the Special Libraries Association on "Pictorial Research."

## \*\*\*

"How Can We Make Democracy Work?" is the question to be discussed at the Summer Institute for Social Progress at Wellesley College, Mass., July 8-22. Here teachers and librarians can exchange views with business men, factory workers, and farmers.

"The best answer we can make to the growing power and aggressiveness of European

dictators is to achieve a successfully working economic and political democracy in the United States," Dr. John Stewart Burgess declares in announcing the Institute's plans.

Dr. Burgess will serve as chairman of the conference leaders. Able experts in economics and politics from a number of colleges will lecture on vital current issues and lead the members to discuss them in small groups recruited to represent a cross-section of society.

Inquiries should be addressed to Dorothy P. Hill, Director, Summer Institute at Wellesley, 22 Oakland Place, Buffalo, N. Y.

#### ✿ ✿ ✿

A study of children's reactions to illustrations has been undertaken by the Association for Arts in Childhood. After several months of preliminary experimentation, the Association now invites the cooperation of others interested in this problem.

A bulletin has been prepared defining the objectives of the study and outlining procedure. The primary objective is to determine the qualities in illustrations that appeal to children. The basic principle of procedure is to get a direct reaction in an informal situation and record it accurately and without interpretation. Techniques are described that will carry out this principle. Samples of comments by children are given and a form of report.

The bulletin also offers a list of 71 outstanding illustrators for children with typical books by each and a selective bibliography of books and articles dealing with the subject of illustrations for children. The Association hopes that many children's librarians and others actively interested in children's books will participate in this study and contribute data. Those desiring to do so are requested to send ten cents for the bulletin to The Association for Arts in Childhood, 70 Fifth Avenue, New York City.

#### ✿ ✿ ✿

Patrons of the New York Public Library were invited last month to fill out a form and mail it to Mayor LaGuardia, urging the Board of Estimate to grant in full the library's budget request for \$500,000 for books. Gretchen J. Garrison, in charge of publicity, reports an encouraging public response to the invitation.

#### ✿ ✿ ✿

The Metropolitan Library Council with headquarters in New York City has been recently formed to bring together those who use and those who work in libraries in order to strengthen and extend library facilities to all the people and to make the library an active force in our democracy. A series of monthly forums will be held on topics such as, The Library and Social Thinking; The Library

in a Democracy; The Author in a Changing World, etc.

The officers of the Council are William J. Brewer, jr., Librarian of Stuyvesant High School, Chairman; S. Richard Giovinz, of the New York Herald Tribune, Secretary; Elizabeth French of Abraham Lincoln High School; Ole Groos of the New School for Social Research; Margaret Kenny of Hunter College and Kathleen Leighton Foley, Romana Javits and Adele C. Martin of the New York Public Library.

The first forum will be held on Friday evening, April 21, at 8:15 p. m., in the auditorium of the New School for Social Research, 6 West 12th Street, on the topic, The Library in a Democracy, speakers to be announced at later date. At each forum an admission fee of 50 cents will be charged to defray expense.

Anyone desiring further information, or wishing to be placed on the mailing list may write to the chairman or secretary, care of the Metropolitan Library Council, 243 East 39th St., New York City.

#### ✿ ✿ ✿

A brief presented before the Senate Appropriations Committee by the United Federation of Workers of America, affiliated with the Congress of Industrial Organizations, commended the House for appropriating money for salary increases at the Library of Congress but urged the appointment of "a full-time Classifier to reclassify positions."

"The present staff is an excellent one," reads the brief. "However, it is not possible to keep competent employees if they are underpaid and mis-classified."

There are nearly 1000 employees in the various divisions of the Library of Congress. It is estimated that reclassification would take an expert more than a year.

#### ✿ ✿ ✿

The Monroe Book Co., Rochester, N. Y., has published a 16 page pamphlet, by C. Lemmel, entitled "How Fame and Fortune Came to People from Reading Books." It contains brief biographical notes on famous scientists and inventors.

#### ✿ ✿ ✿

We have received a suggestion for a "Pass Along Library" for current periodicals. The object is to induce patrons of the library to turn in their personal copies of current periodicals as soon as they have been read, so that the library can make them available for borrowing by the public. If it should not be possible to charge these magazines in the same way that books are charged, separate slips might be signed by the borrower or some other simple method could be worked out.

We are interested in having your comments on this suggestion. Are there any librarians who have tried out this or some similar plan?



Teachers and librarians have been expressing their approval of *By Way of Introduction*, a new book list for young people prepared by a joint committee of the A.L.A. and N.E.A. This attractive A.L.A. publication is intended to be used by the young people themselves.



The fourteenth annual meeting of the American Association for Adult Education will be held at The General Brock Hotel, Niagara Falls, Ontario, May 15-17. Members of the Canadian Association for Adult Education will be guests of the American Association.



Inspired perhaps by the re-appearance of Poe's *Southern Literary Messenger*, a project is under way to revive Walt Whitman's famous *Brooklyn Freeman*. Unfortunately, it has been impossible for the intending publishers to locate a single copy of this paper. If any reader of this note knows of the existence of any such copy, word to this effect will be greatly appreciated by Roscoe Brumbaugh, 197 Park Place, Brooklyn, N. Y.

## LEARNING TO COOPERATE

RURAL AMERICA READS, by Marion Humble, ix, 101p. American Association for Adult Education. N. Y. '38.

There is just one word of adverse criticism to be said of this little book, so let's say it first and have it over with. By picking out the high spots here and there across the country, the author may have unintentionally created the impression of a United States teeming with activity, educational opportunities open to all, books free for the asking everywhere. Miss Humble is a good reporter. The reviewer, writing from Wisconsin, can say heartily that the Wisconsin instances are reported fairly as well as vividly. The Shawano county project, which started on a shoe string and has built up to something that stands on a firm basis of public support, is all that she says it is. The Waupun discussion group, which has just celebrated its fourth anniversary with a banquet and is still going strong, is as interesting and exciting as she makes it seem. This being true, the reviewer thinks it safe to assume that the interesting and exciting activities described for other states have been reported with equal fairness. But alas, we who are close to the scene will know that these are instances only, that there are vast areas of blankness to be filled in, and of inertia to be overcome.

This is by way of warning only. If the little book does the work it should, it will prove a stimulus to further activity, not so much in the way of patterns to follow as in inspiration. For in its modest way, this book offers new testimony to the infinite and picturesque variety of these United States: deposit libraries of Spanish books for the Spanish speaking residents of California; the library car stopping at a station in the high Sierras to leave books for the forest rangers; a library patron strolling into a tri-parish library in Louisiana, double barrelled shot gun in the crook of his elbow, brought along just in case a rabbit or a squirrel crossed his path; a Swedish farm wife in Minnesota holding up the book truck to talk cooperation; pack-saddle librarians making their way into the mountain districts of Kentucky. Standardization! Regimentation! Not so you'd notice it.

It is this variability and adaptability that has made possible intelligent use of W.P.A. and N.Y.A.

"The Secretary of the Library Commission states that library service to thousands of persons in rural communities of New Jersey is absolutely dependent on the employment of W.P.A. workers. Twenty-one emergency libraries have been opened in communities that suffered so greatly from unemployment that they could not have supported any library service at all without this assistance."

In New York state N.Y.A. young people have been employed as messengers to call on rural patrons, collect requests and deliver books.

The Shawano county project began when an E.R.A. director asked the librarian if she could find work for sixteen women. She happened to be a librarian with imagination.\*

One of the outstanding points about this book, from the standpoint of the librarian, is that it isn't primarily about library service. It's about radio, and community forums; about university extension and 4-H clubs, and Home demonstration centers; about child health clinics and the Farm bureau and the Grange, and all the dozen and one agencies by means of which knowledge is disseminated. In all this the public library has a part. That is the one most striking point brought out in this work. The public library no longer stands alone, as it did in the days of Carnegie benefactions. It has rivals—or supporters, as the case may be. The time may have come when the library will have to cooperate to survive. It is encouraging to know that it is learning to cooperate.

MARY K. REELY  
Wisconsin State Library  
Commission

\* Mrs. Charles Veslak, Librarian, Shawano Public Library, has just received the Youmans award, given each year by the Wisconsin Federation of Womens Clubs for some outstanding contribution to civic welfare.

# The Mail Bag

[EDITOR'S NOTE: The correspondence columns of the *Wilson Bulletin* are open to all our readers for debate and comment. The Editor is not responsible for opinions expressed in these columns.]

## Flag Etiquette

To the Editor:

In your *Wilson Bulletin* for February 1939 there is a picture which I'm sure you will get a lot of letters about. It is on page 405 and shows the interior of a library in Iowa.

Will you please have this librarian look up her Flag Etiquette? It shows three things that should never be done and surely not printed in a picture and put in a magazine which has such a large circulation as the *Wilson Bulletin*.

In case you are still wondering about the subject of this letter, I refer to the use of the flag in the picture. The flag is draped, is upside down and has something resting on it. I do not know that anything could be done about it now, but at least you can tell the one who was in charge of the display to check up on such.

This is the first letter I have written about anything I have seen or read in any magazine, but this thing "hit me in the eye." I like the *Wilson Bulletin* and have had good use of it, in my branches, as well as in the schools.

EMILY SPENCER, Librarian  
Sabine Parish Library  
Many, Louisiana

## Training for Librarianship

To the Editor:

As an indication of the opinion of school administrators on the problem raised by Miss Collom's letter, which was published in your February issue under the heading "Master's Degree for Librarians," the following report may be of interest.

During the year 1937-38 a committee of which the undersigned was chairman made a study of the "Responsibility of the Teachers' Colleges in the Preparation of Personnel for Library Service in the Public Schools." (This committee represented the sub-section for Libraries of Teacher-training Institutions of the Association of College and Reference Libraries--to use the new name.)

One of the things which our committee intended to do was to solicit the opinion of school superintendents on a number of points. Each member of the committee sent a questionnaire to a group of school superintendents in the area served by his institution. Since the membership of our committee was drawn from

seven states--Illinois, Indiana, Kansas, Michigan, Minnesota, Ohio and Pennsylvania--the returns gave a sampling of the opinion of school superintendents in those seven states.

The number of questionnaires sent out was not large an average of about 30 in each of the seven states. The number of replies received from all the states was 143.

We called the attention of the school superintendents to the fact that the usual library course in a graduate library school involves one year of study beyond the bachelor's degree but does not result in a master's degree.

In the light of this situation we asked two questions.

1. Can you pay your librarian more than you pay a teacher who has not done graduate work to compensate for the extra year of training?

replies: Yes 34  
No 66

2. If not, do you think there is need for professional library training on the undergraduate level?

replies: Yes 82  
No 7

While this sampling was not extensive it seems to indicate a preponderant opinion among school superintendents in favor of a program of training for library service in the public schools on the undergraduate level.

CHARLES V. PARK, Librarian  
Central State Teachers College  
Mt. Pleasant, Michigan

To the Editor:

Miss Collom's letter concerning a Master's degree for librarians is thought provoking. Personally I agree with her. I also agree that too many courses are required which are, in reality, of interest and value only to a few students.

I submit, therefore, my "ideal library school," whose course of study, culminating in a Master's degree, would cover a period of ten months. There would be three sessions of three months each, divided by two-weeks' vacations. During the first session, the student would have intensive study and practice in the fundamentals of cataloguing, classification and reference. There would be a course in the "Fundamentals of Library Service," with one lecture and one discussion period a week, and a minimum of outside reading. Typing would be required of all students unless they could pass a moderately difficult test.

The second session would consist of three months actual work in some library, during which time the student would have the opportunity to observe and take part in the practical

side of librarianship. With this background the student would return to school for the final session. By this time, he should have a fairly concrete idea as to what line of work he wished to specialize in, and what courses would actually be of value to him. Classes during this period would be small, and conducted as seminars, with opportunity for wide reading and discussion. A thesis, if required, would be written at this time.

Mr. Keeney, in the February *Bulletin*, says,

"I submit that, if there is any validity in professional training for librarianship, it is to turn out, not robots, but men and women with the power to think and observe and learn from experience."

This would be the goal of my "ideal library school." With all due respect to the sound training given by the schools today, I feel that a great deal of worthless knowledge, from the practical point of view, is crammed into the heads of students, much of which they will never use. I believe it would be far better to allow more time for practical application of theory, and for creative thinking and discussion. Librarians of today should not be merely masters of technique—they should be mature men and women, with well rounded personalities.

ANITRA F. KLINE  
School of Library Science  
Simmons College, Boston

### Solving the "Unit" Problem

To the Editor:

Miss Haagensen's letter on the "unit" problem (December 1938 *Wilson Bulletin*) raises an interesting question. Is it better to break up the book collection into small units beyond which pupils are not likely to explore, or to employ other devices? One device widely accepted by librarians is the index.

Rue's *Subject Index to Readers* discloses material on some 1000 subjects culled from 285 readers commonly used in the first three grades. Miss Rue is now at work on a subject index to reading materials for grades four thru six. She has already made an extensive study of the units covered in these grades throughout the country and with the assistance of a corps of advisers is setting up definite policies for her future guidance. The completed book probably will not be ready for another year.

If this series goes on thru the junior high school, as it well may, and is kept up to date according to the present plan, a definite contribution toward solving the "unit" problem will have been made without segregating books and without the attendant difficulties of which Miss Haagensen speaks.

EVERETT O. FONTAINE  
Chief, Publishing Department  
American Library Association

### Nanette's Jacket Collection

To the Editor:

I would like to reply to the letter "Old Dust-jackets" in the March issue of the *Wilson Bulletin*, for I have been collecting them for more than a year. I now have 178 jackets, mostly non-fiction and all from recent books. I have sent reply post-cards to some of the authors telling them of my hobby and requesting their autograph on the return card. Most of the authors have complied and some have added a few words of encouragement. However, I only have fifteen of these.

The information about the books which is usually printed on the turn-in adds much to the educational value, and the collection, it seems to me, is rather worth while.

NANETTE McGIRR  
Pupil, Western High School  
Washington, D.C.

### Postal Rate Questionnaire

To the Editor:

The Office of Education, Department of the Interior, Washington, D. C., wishes to extend its thanks to all those libraries which are cooperating so well in answering the questionnaire relative to postal savings resulting from the temporarily reduced rate on books. It is gratifying to learn of the intangible as well as the monetary benefits which are being felt by libraries generally and by small libraries in particular.

It is earnestly requested that a continued effort be made to answer these questionnaires fully during the remaining three months so that a comprehensive report may be made to the President. Statistics will be an important factor in arriving at the final decision as to whether the rate will be made permanent.

More returns from libraries in cities of 100,000 population and over are particularly needed as their book purchases in most cases are large enough to show substantial savings in carriage charges under the new rate. Where actual statistics are not available a letter addressed to the Library Service Division stating your experience with this reduced postal rate will be helpful.

ELIZABETH G. BOWERMAN  
Library Service Division  
Department of the Interior

### P.C.C. PLAN

**EDITOR'S NOTE:** We regret that limitations of space prevent us from printing this month the extensive comment that has been received on the Permanent Call Card plan proposed by Oscar C. Orman in our February issue. We hope to be able to publish portions of this correspondence in an early issue.—S. J. K.

## WILSON PUBLICATIONS mentioned in this issue

Berthold, RUSSIAN CORPORATE HEADINGS. \$2.

Claudia Carlen, Sister M. A GUIDE TO THE ENCYCLICALS OF THE ROMAN PONTIFFS FROM LEO XIII TO THE PRESENT DAY (1878-1937) \$2.

Hurley, KEY TO THE OUT-OF-DOORS. \$2.50.

PRIZE-WINNING POSTERS. In sets only, 90¢ per set; *Special Combination Offer* Set No. 1 (published May 1938) and Set No. 2, purchased in the same order, \$1.65.

SCENES FROM SHAKESPEARE. Set of 12. \$1 per set.

Smith, PUBLIC LIBRARY LIGHTING. Vol. II, ARTIFICIAL LIGHTING. PART 1 (The Librarian Series of Practical Manuals) \$1.75, delivered from N.Y.

SOUTH AMERICAN HANDBOOK. \$1. delivered from N.Y.

sent in from our college book room. We displayed them on library bulletin boards and library tables where they have been most colorful and the cause for much conversation. The instructor in the Shakespeare course recommended them for purchase to her students, the art teacher sent her students down to copy details for their marionette production, and the teacher of biology inquired for some nature pictures, animal pictures or the like for her work. There is an idea which we hope will prove to be fruitful." . . . a College Librarian

Thank you for your orders, your kind words, and your suggestions. As for the latter—while we cannot now supply animal pictures, Richard Hurley's *Key to the Out-of-Doors* contains a number of references to such material (adv.).

THE LIGHTHOUSE KEEPER

## NEW SUBJECT HEADINGS

**A**s announced in the March *Wilson Bulletin* the new subject headings submitted by co-operating libraries to the Committee on Subject Headings of the Catalog Section of the A.L.A. are sent to each member of the Committee and to others who have been selected by the Committee. This past month a list of 18 subjects was submitted under the new plan and checked lists have been received from 9 catalogers representing both public and university libraries. The following 11 subjects received the approval of 5 or more of the members of the Committee and the cooperating catalogers.

### Adinole

Refer from (see also ref.) Petrology; Rocks

### Australian fiction

### Devotional literature

### Ink-stones

Refer from (see ref.) Ink slabs; Inkslabs

Refer from (see also ref.) Art objects, Chinese; Seals (Numismatics)—China

### Light—Transmission

Refer from (see ref.) Transmission of light

### Marmots

Refer from (see ref.) Bear-mice; Ground-hogs; Woodchucks

Refer from (see also ref.) Rodentia

### Milk, Dried

Refer from (see ref.) Desiccated milk; Milk, Desiccated; Milk, Powdered; Milk powder; Powdered milk

### New England—Hurricane, 1938

### Sanidinite

Refer from (see also ref.) Petrology; Rocks

### Soil micro-organisms

Refer from (see ref.) Soil fungi; soil microbiology; Soil protozoa

Refer from (see also ref.) Micro-organisms;

Soils—Bacteriology

### Triangle (in religion, art, etc.)

See also Three (The number)

Refer from (see also ref.) Christian art and symbolism; Symbolism; Three (The number)

Librarians are again invited to send to the Chairman new headings not yet in the L.C. list or supplements. The interest in this work is growing and the possibilities are large.

DOROTHY E. COOK, Chairman  
Committee on Subject Headings  
A.L.A., Catalog Section  
The H. W. Wilson Company

## Nineteenth Century Readers' Guide

As a preliminary selection American historical review; Atlantic monthly; American review of reviews; Bookman; Century magazine; Harpers monthly; Living age; Nation; National geographic; North American review; Nineteenth century; Outlook; Popular science monthly; Scientific American; Scribners magazine; Yale review; Forum have been chosen for indexing.

Atlantic, Harpers, Century, and Scribners are already indexed.

## Price Correction

Speaking of importations—in last month's Lighthouse in introducing *Public Library Lighting, Vol. 2, Artificial Lighting* by R. D. Hilton Smith we gave the price at what had heretofore been standard for books in this series. We find however that this is the exception and the price is \$1.75 delivered from New York.

## Shakespeare Paintings Prove Popular

The sales figures on the reproductions of Edward Wilson's Shakespeare paintings (announced in this department in February) are soaring. . . Along with cries for more, come letters of unrestrained enthusiasm. We quote:

"I was delighted with the scenes and intend to have them framed in three separate panels for the Library. Will you please send two more sets, showed them to two of the English teachers and they want their own pictures to use in class rooms."

. . . a High School Librarian

"We want to take this occasion to tell you how much we think of the Shakespeare pictures. Faculty members and students have been most enthusiastic about them, so much so that several orders have been

# How Much Does the Library Serve the School?

By M. Janet Lockhart \*

THE nine senior high school libraries in Minneapolis conducted a survey over a period of one week in an effort to determine the service each library gave to the various departments in the school. The survey covered the following points:

1. Comparison of library service to pupils including:
  - a. Seating capacity in relation to enrollment
  - b. Number of books in the library for each department
  - c. Number of books loaned as classroom libraries
  - d. Hours of library instruction given to the pupils by the librarian and by the teacher.
2. Comparison of pupils using library based on information received from questionnaires sent to the advisories on the Monday after the survey.
3. Comparison of department use of the library based on number of books for the department and the circulation during the day and for overnight.

There was naturally a variance in the results. The seating capacity of the libraries varies from 2 to 6 per cent of the school enrollment. The size of the collections shows a great range depending on the age of the library and the size of the school. About 11 per cent of the book collections, on the average, had been loaned out as classroom libraries. The average for the nine schools showed that 53 per cent of the students enrolled used the library during the week of the survey. The greatest variance in the schools was in the circulation of books for home use—from 4 to 47 per cent with an average of 13 per cent for all schools combined.

There are naturally more books for some departments than for others. In this survey we combined English and Recreational Reading, and in each school this is the largest collection. Moreover, the percentage of books used was the highest here: for all the schools 31 per cent of the students in this department used library material within this class. Social Studies followed; then Commercial (this division was far from uniform throughout the city); Science; Music and Art combined; and then the other subjects.

The survey was really an attempt to determine the service the school library gives to the school by departments rather than to the school as a whole. By taking the survey throughout the system the same week a comparative as well as a unified result could be reached. It was not a rush week—in fact probably one slower than usual, for the first week of the six weeks period is usually spent doing regular textbook work and in introducing new work.

(The school year is divided into six six-weeks periods instead of nine four-weeks periods.)

One feature that is not really fully included in these figures is the classroom libraries. In many classes sets of books are held for a day, a week, or longer. In some cases these are used by several pupils a day. Also at present some of the English classes are conducting an experiment whereby many books are kept in the classroom and the student may read extensively. These books are new and carefully selected. Naturally these students will read these in preference to coming to the library for books. In the course of time this should stimulate more reading, but at present the experiment is too new to show this.

## Departmental Use

A survey of this kind does show up the library's book collection and its relationship to the enrollment in the department. There are departments that seldom use the library. The problem for the librarian will be to decide why. Does not the book collection encourage this, or isn't the subject adapted to library work? Mathematics is an example. In the nine schools 7,354 students are taking mathematics, but there are only 537 books in the libraries for them. The circulation records show that only a few pupils use these books. The same is true of Commercial, Art and Music, and Physical Education classes. The latter's use of the library is increasing with certain changes that have been made in the curriculum.

Periodicals were not divided according to subject divisions. Consequently, students may have been using magazines for English, Science, or Social Studies, but our records showed this merely as "use of periodicals." In this division the variance was great. In one school the percentage of pupils using periodicals was 4, while in another it was 74 because of a special magazine assignment. The average percentage was 17.

The librarians found while taking this survey certain weak points in their collections. One librarian in her reaction to the survey speaks of the lack of books in natural science, another of periodicals that are indexed in the *Readers' Guide*.

This survey was also a means of giving publicity to the library, for curiosity was aroused among both the faculty and the students as to the why and wherefore of the questions.

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VOLUME 3, 1938-1939

Edited by JOHN SIMONS

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APRIL 1939

# Elizabeth Page

**E**LIZABETH PAGE was born at a summer cottage on Lake Bomoseen, Vt., in August 1889, the daughter of Alfred Rider Page, a New York lawyer who became a State Senator in 1904 and was elected Judge of the Supreme Court of New York State in 1910, and Elizabeth Merwin (Roe) Page, niece of E. P. Roe, the popular moralist novelist of the 'seventies and 'eighties.

During her early years she had the good fortune to make occasional trips with her mother into what was then Oklahoma Territory, where several more distant members of the family were missionaries to the Indians and where she herself acquired not only a real knowledge of, but a respect for, red men, wild horses, etc. When she was eleven her grandmother gave her a package of letters written by her great-uncle Henry during his trek across the Plains in '49, to her great-aunt Mary. She read them with such ardent pleasure that she immediately felt obliged to freeze this account into some kind of book. At her mother's suggestion she began to prepare herself for the task by a careful reading of Bret Harte, Francis Parkman, etc.—all of which provided her with a kind of trail-maker's primer for her own literary grubbing later on.

In public school and then at the New York Collegiate Institute she fitted herself for Vassar, from which she was graduated in 1912. From Columbia she received an M. A. (1914) in history, and not long afterwards accepted an offer at Walnut Hill School in Natick, Mass. She acquired a real fondness for pedagogy and hoped that she might some day occupy a much coveted college chair. But when America entered the World War, she volunteered for service, tended a counter in a Y. M. C. A. hut at Camp Upton, made Red Cross surgical dressings, and then put in almost a year in a "Y" canteen at an embarkment near Bordeaux. After the Armistice she found herself far too restless to go back to classroom routine and after a year's training in the Red Cross Home Service, she became identified with Sir Wilfred Grenfell's colony at White Bay, Newfoundland. Miss Page taught school, provided special consideration for undernourished children and their mothers, and in a frail boat braved the wind, the fog, and the choppy waters of the rocky coast to distribute handicraft materials among the fishermen's wives and families. During the winters (1921-25) she returned to the States and by organizing a market for the crude but handsome art work of the islanders she greatly strengthened the support of Grenfell Mission.

By 1925 the White Bay community was financially on its own feet: the Labrador expedition was next in line. But ill health prevented her from joining it. Two years later



ELIZABETH PAGE

she went to Wyoming and became an assistant in a doctor's office. From one of the patients she got the broken outline of *Wild Horse and Gold: From Wyoming to the Yukon*, the account of a rancher who, hearing that horses are selling on the Klondike at \$400 a head, sets out with a small party to drive a herd of wild range horses overland. The book appeared two years after *Wagons West* (1930), the narrative that had taken shape from the old packet of letters put in her possession thirty years earlier.

After the death of her father in 1931, Miss Page returned to New York to care for her invalid mother; in the year following they established their home in California.

Miss Page has now broken with simple chronicle and has plunged into the novel (*The Tree of Liberty*, 1939), equipping herself with five years of diligent research "to make vivid the processes by which modern America has developed out of the colonial conditions of the eighteenth century." Her ambitious 1000-page book has been condemned by some for being over-novelized history on the one hand or for being over-documented fiction on the other. But almost all her critics (with and without misgivings) admire the spirit of her narrative and see "best-seller" in the handwriting on the wall.

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### FICTION

BINNS, ARCHIE, 1899-

The land is bright. Scribner 1939 \$2.50

The trek over the Oregon trail in the 1850's, the theme of this novel, is woven into a story through the romance of a girl from Iowa and a boy from Kentucky.

The author "possesses to a striking degree the dramatist's gift of persuading his readers to identify themselves closely with the characters. He writes always of simple people in the grip of fundamental emotion, and he makes it seem enormously important that they should not fail of their desires." Sat. rev. of lit.

BUCK, MRS PEARL (SYDENSTRICKER) 1892-

The patriot. Day 1939 \$2.50

Portrays twelve portentous years of modern China in the story of a young Chinese, influenced by the revolutionary spirit that sweeps his country. He is sent to Japan for safety, marries a Japanese girl and only returns when war comes to his own country.

FARSON, NEGLEY, 1890-

Story of a lake. Harcourt 1939 \$2.50

"The life and character of a special correspondent, as conditioned by his occupation, are the subject-matter of [this book] which begins and ends on the shores of a lake on Vancouver Island." Manchester guardian

"There are hundreds of characters, some very vivid and alive . . . and the plot moves against an enormous panorama." New statesman & Nation

FISHER, MRS DOROTHEA FRANCES (CANFIELD) 1879-

Seasoned timber, by Dorothy Canfield. Harcourt 1939 \$2.50

The theme centers around Timothy Coulton Hulme, principal of small-town

Clifford academy, who finds himself deep in a second-youth love affair. He becomes involved, along with his students and the citizens of Windward county, Vermont, in a township election which turns on the issue of race prejudice

"The true protagonist of [this] novel is not the Timothy Coulton Hulme whose love story provides the main thread of the slender plot, but the American spirit itself. . . . Thoughtful, very well written and showing a keen sense of relative values, the novel summarizes clearly and well many of the doubts and difficulties of this most doubtful and very difficult time." N.Y. Times

MARQUAND, JOHN PHILLIPS, 1893-

Wickford Point. Little 1939 \$2.75

"The flavor of New England of this generation as well as of the one before is in this story of the Brill family of Wickford Point, an hour north of Boston, and their friends. Told by one of its characters, the period of the story, so far as the straight narrative is concerned, is but a few days, but about thirty years are covered by flashbacks."

Huntingt

NORWAY, NEVIL SHUTE, 1899-

Ordeal, a novel by Nevil Shute [pseud.] Morrow 1939 \$2.50

Published in England under title: What happened to the Corbetts

The story, which is laid in England, concerns a family whose lives are disrupted by a new kind of war, with air raids the chief method of destruction

PAGE, ELIZABETH, 1889-

Tree of liberty. Farrar 1939 \$3

In time, the narrative runs from 1754 to 1806. "Here is a vast panorama of the beginnings of American national life and national philosophy, as three generations of an American family have their part in great national events." N.Y. Herald Tribune

## PAGE, ELIZABETH—Continued

"The Tree of Liberty" would be a rewarding novel if one read it only as a story of adventure and love. It is the more exciting and convincing in its depiction of men and women whose names are bywords, chief among them the lovable figure of Thomas Jefferson. Both the scope of the book, however, and Miss Page's thoughtful and penetrating use of her material give it . . . the gift of a perspective whereby through the past and through the lives of others one gains illumination on much that is near at hand." Books (N.Y. Herald Tribune)

## ABOUT PEOPLE

## BROWN, AUDREY ALEXANDRA, 1904-

*Log of a lame duck; with a foreword by Lady Tweedsmuir.* Macmillan 1939 \$2

"Crippled with arthritis for eight years, the author went to a children's hospital on Vancouver Island, where, although thirty years old, she was put in a ward with little girls. This journal describes her experiences and the life of the crippled children she came to know so well." Publishers' weekly

The author "is a poet, and she writes with a poet's simplicity and restraint and from a poet's awareness: 'The Log of a Lame Duck' is a beautiful book." N.Y. Times

## LOOMIS, FREDERIC MORRIS, 1877-

Consultation room. Knopf 1939 \$2.50

The personal memoirs and experiences of an American gynecologist and obstetrician

"Whether [the author's] moods verge on sentimentality; biology, irony or medical ribaldry, his zest for his work and his respect for the life-force carry an irresistible contagion to the reader. His gay humor prevents academic pretension or condescension, and some of his stories will doubtless be retold for years to come wherever doctors gather together." Book-of-the-month club news

## PINKERTON, MRS KATHERINE SUTHERLAND (GEDNEY) 1887-

Wilderness wife. Carrick 1939 \$2.75

"Faced with the necessity of an outdoor life, with no resources, but with some writing ability, a young couple made a home in the Canadian wilderness in northern Ontario and supported themselves for five years. A log cabin was built with their own hands, supplies were transported by canoe, and Mrs. Pinkerton developed unsuspected skill in cooking, trapping, gardening, and driving a dog team." Bkly.

"They had had a marvelous time, with a great variety of adventure and achievement through four strenuous years. It makes an unusual and very interesting book,

for which their own photographs supply lively and informative illustrations." N.Y. Times

## TRAIN, ARTHUR CHENEY, 1875-

My day in court. Scribner 1939 \$3.50

Reminiscences by the novelist and creator of the character Mr Tutt, which tells the story of two interwoven careers covering almost half a century of legal and literary history in New York city

"In this book is one of the shrewdest and most human accounts of the personnel of a Tammany government to be found anywhere. In it are anecdotes, excellently told, of dozens of famous cases, and famous criminals, and famous or infamous, men. . . And here also is the ripe philosophy of a trained and experienced mind." Book-of-the-month club news

Appeared in the "Saturday evening post"

## CHINA

## WALES, NYM

Inside red China. Doubleday 1939 \$3

The author "visited Yen-an, capital of the former Soviet regime, in the summer of 1937. . . There she interviewed a number of the leading Red commanders. . . In addition to their biographies, she presents Chiu Teh's own account of the Koumintang's military campaigns against the Chinese Communists in Kiangsi from 1930 to 1934. . . The intimate descriptions of everyday life at Yen-an during the summer months of 1937 are effective and accurate reporting. Even those sections contain much new information, notably the scores of thumb-nail biographical sketches of all types of individuals. . . This is a notable book and would have easily taken first rank in its field, had it not been preceded by her husband's, 'Red Star Over China.'" Book-of-the-month club news

## CENTRAL EUROPE

## DEAN, MRS VERA (MICHELES)

Europe in retreat. Knopf 1939 \$2

The object of this book is to point out some of the principal factors which paved the way for the Munich settlement, and to indicate the part they may play in the future. Contents: Mein kampf: a new edition of pan-Germanism; From Munich 1923 to Munich 1938; Mythology of post-Hitler Europe; Why Czechoslovakia paid the price of peace; Diplomatic background of the Munich accord; Questions not answered at Munich; Flashback to 1914; Shape of things to come

"Mrs. Dean's two hundred pages, accurate in fact and shrewd in judgment, provide interesting comparisons of 1938 with 1914, and state the issues for the future." Book-of-the-month club news

**GEDYE, GEORGE ERIC ROWE, 1890-**  
*Betrayal in central Europe; Austria and Czechoslovakia: the fallen bastions.*  
 Harper 1939 \$3.50

Published in England under title: *Fallen bastions*

A "correspondent for the 'New York Times,' records the fall of Austria and Czechoslovakia with a passionate regard for both accurate detail and democratic principle. . . [He] devotes the larger part of his story to Austria, showing the gradual disintegration of national unity. . . The later chapters on Czechoslovakia are briefer and more episodic." Sat. rev. of lit.

"On the whole the most revealing and factual of the many books on the Central European crisis." *New Yorker*

**WALN, NORA, 1895-**  
*Reaching for the stars.* Little 1939 \$3

A record of four years in Germany, 1934-1938. The author entered Germany unprejudiced against the German government or the German people. Her story is a fair one, but it is also an indignant protest against injustice and inhumanity

"Those who remember 'The House of Exile' will also remember a writer of charm and sensitivity, and both qualities are present in this new book. . . It is in part a memoir recording Miss Waln's growing indignation at Nazism; in part a sketchy history of certain German institutions, particularly those having to do with marriage; in part a rather soft-focus picture of the more picturesque side of the Nazi spirit." *New Yorker*

Appeared in "Atlantic monthly"

## CURRENT PROBLEMS

**CHASE, STUART, 1888- AND TYLER, MARIAN**  
*New western front, by Stuart Chase in collaboration with Marian Tyler.* Harcourt 1939 \$1.50

Partial contents: Fourteen days that shook the world; Inventory of Europe; Mightiest country; Can the United States be self-sufficient; Is foreign trade worth a war; Price of peace; America south; Home guard; How to stop dictators

"Fact-filled peace-party argument which is apt to make you feel safer than you thought possible. Mr. Chase thinks we needn't go to war, aren't likely to, and explains why." *New Yorker*

**GLOVER, KATHERINE**

*America begins again; the conquest of waste in our natural resources;* foreword by Stuart Chase. McGraw 1939 \$2.75; \$1.76

"What I have tried to do in this book is to focus attention upon the great wealth of natural resources with which this new

country originally was endowed; the waste to which they have been subjected; and the grave responsibility we face now in building back devastated soil and forests, restoring the wild life, cleansing and protecting the waters, guarding the mineral stores against further exhaustion and exploitation."

Preface

Bibliography: p355-70

**MUMFORD, LEWIS, 1895-**  
*Men must act.* Harcourt 1939 \$1.50; pa 75c

"An urgent appeal to Americans to abandon their passive attitude in a pro-fascist world, and by preparedness and a stringent policy of nonintercourse with dictatorships to act vigorously in defense of democracy." Bkl.

"About half of Mr. Mumford's book is a violent denunciation of fascism and a passionate defense of democracy. . . The balance of the book(s) is of different tenor. It is a proposal that the United States forthwith sever all relations, diplomatic and otherwise, with the Fascist powers. Whatever the intrinsic merits of the plan, it is original and bold enough to command attention in the prevailing discussion of American foreign policy." New republic

## HOBBIES

**COLLINS, ARCHIE FREDERICK, 1869-**  
*Photography for fun and money.* Appleton-Century 1939 \$3

Partial contents: Accessories you need; Pictorial composition; How to take architectural and interior pictures; How to take portraits and groups; How to take night pictures; How to take pictures with a miniature camera; How to take press pictures; How to take science pictures; How to take and project moving pictures; How to make and finish prints; How to make oil and bromoil prints

**EASTMAN KODAK COMPANY, Rochester, N. Y.**

*How to make good movies. . . Eastman kodak co.* \$2

"A non-technical handbook for those considering the ownership of an amateur movie camera and for those already actively engaged in movie making who want to improve the interest and quality of their personal film records." Subtitle

**REDINGTON, BERNICE ORPHA, 1891-**

*Prudence Penny's cookbook,* by Prudence Penny (pseud.). Prentice-Hall 1939 \$2.50

Partial contents: Wines—when and how to serve them; Simple appetizers; Meats; Stuffings and sauces; Vegetables; Breads—flour mixtures; Salads; Desserts; Waffles

**REDINGTON, BERNICE O.—Continued**

and sandwiches; Popular California foreign foods; Brunches; When friends drop in; Camping; Favorite recipes of movie stars

**STEPHENSON, JOHN WESLEY, 1876-**

Practical slipcover making. . . J.W. Stephenson, 1938 \$2

"Directions for cutting and making slipcovers for chairs and sofas with more than one hundred drawings illustrating the instructions." Bkl.

**LABOR PROBLEMS****BROOKS, ROBERT ROMANO RAVI**

Unions of their own choosing; an account of the National labor relations board and its work. Yale univ. press 1939 \$3

Contents: Board at work; The background; Antiunionism; Collective bargaining; Industrial peace; Interunion conflict; Unfair practices of labor; Board and the courts; The N.L.R.B. and democracy

"There can be no doubt that Mr. Brooks's attempt is of positive value. . . Its discussion of the background of events leading to the enactment of the National Labor Relations Act, its explanation of the essential principles established by the statute, and its description of the method by which the board operates, presented in an interesting and lively fashion, will foster a better understanding of a greatly maligned institution." Nation

**HARRIS, HERBERT**

American labor. Yale univ. press 1939 \$3.75

"This book presents . . . the story of the efforts of American labor to improve its condition. The organization of labor unions, the promotion of pro-labor legislation, and the dissemination of doctrines based on the rights of labor are . . . the three main subjects of the volume; and among these the story of labor unionism plays the leading part." Book-of-the-month club news

"Mr. Harris has done an outstanding job. His book fills a long-felt need for a readable and authoritative one-volume labor history. It deserves examination by all who are interested in the subject." Nation

**MCKENNEY, RUTH**

Industrial valley. Harcourt 1939 \$3

A study of the great rubber-manufacturing city of Akron. The author gives a composite picture of Akron life from 1932-1936 with labor problems naturally in the foreground

"Because fictionalized, 'Industrial Valley' is undoubtedly the most interesting and exciting study of recent labor history yet published—even if not, perhaps, the most

realistic. And it is more than a study of a labor movement. Not only are the activities of workers and of employing units chronologically detailed, but the feelings and emotions, the rationale and logic, behind these activities are also portrayed, very skilfully." Commonwealth

**LIVING****CASSIDY, MICHAEL ARDAGH, 1899- AND PRATT, HELEN GAY, 1889-**

Your experiment in living. Reynal 1939 \$1.75

This book has been prepared for young people who face complex problems in attaining understanding of themselves and of their environment. Contents: What this is about; Beginning of your history; Your personality; Using new scientific knowledge; Getting along with your family; Adjusting to the sexual impulse; Charting your course; Institution of marriage; Your outlook on life

**SCHAUFFLER, ROBERT HAVEN, 1879-**

Enjoy living; an invitation to happiness. Dodd 1939 \$3

"This book was written for ordinarily well people, not for those who are extraordinarily sick in body or mind. It does not claim to heal troubles which it cannot heal. . . It is a guide to the art of ordinary living, for the use of fairly normal people in the common course of everyday existence." Author

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Contents: Rigoletto, Il trovatore, La traviata, La forza del destino, Aida, by Verdi; Lucia di Lammermoor, by Donizetti; La Gioconda, by Ponchielli; Cavalleria rusticana, by Mascagni; I Pagliacci, by Leoncavallo; Don Giovanni, by Mozart; Barber of Seville, by Rossini

**COPLAND, AARON, 1900-**

What to listen for in music. McGraw 1939 \$2.50

Discusses how to listen to music from the composer's point of view. The author first discusses the creative process and the elements of musical anatomy—rhythm,

melody, simple harmonic structure. He then gives an explanation of the principal musical forms—simple dance forms, the fugue, the variation, the sonata, the symphony, the symphonic poem, the opera. With musical illustrations

## PLAYS

CARROLL, PAUL VINCENT

White steed, and Coggerers. Random House 1939 \$2

White steed: three acts; characters, 8 men, 5 women; first produced January 10, 1939. Coggerers: one act; characters, 2 men, 1 woman; first produced November, 1934

"The white steed tells the story of an honest but narrow and bigoted young priest who attempts, like a sort of modern Savonarola, to puritanize the town." Commonweal

SHERWOOD, ROBERT EMMET, 1896-

Abe Lincoln in Illinois; a play in twelve scenes; with a foreword by Carl Sandburg. Scribner 1939 \$2

Characters: 25 men, 7 women. First produced October 3, 1938

Deals with Lincoln's life from his first meeting with Ann Rutledge until he leaves Springfield to take office as President. First produced on the stage in 1938

## SCHOOLS

MCKOWN, HARRY CHARLES, 1892-

Activities in the elementary school. (McGraw-Hill ser. in educ.) McGraw 1938 \$3

"This book is designed to assist teachers and administrators in all types of elementary schools, public and private . . . presenting discussions of those activities which can and should be vital parts of the school's program." Preface

Partial contents: Home room organization and activities; School clubs; School assembly; Physical recreation events and activities; Music activities; Dramatic activities; Manners and courtesy; School publications; Promotion events and activities

## SCIENCE

CARTER, H. DYSON

If you want to invent. Vanguard 1939 \$2.75

In this volume the author not only outlines the hurdles the inventor has to surmount, and shows how to surmount them, but he also tells what to invent, how to

prepare to invent, and what to expect in the way of profit, if any

"A compendium of good advice practically phrased and a rather belligerently amusing piece of reading to boot. Mr. Carter puts the whole business of invention on a hardboiled basis and minces no words as to what he thinks of the dabbler." Book-of-the-month club news

MASSON, LOUIS T.

Physics made easy; ed. by J. F. Piccard. Smith, W.H. 1938 \$1; pa 65c

"Physics is here presented pictorially and with simple text, using such everyday applications as are easily recognized by boys and girls. 'Old fashioned' equations and formulas are replaced by the 'gr-formula,' which enables the pupil to find any desired value by merely covering the factor wanted. There are many problems and test questions." N.Y. public lib. New technical books

RIESMAN, DAVID, 1867-

Medicine in modern society. Princeton univ. press 1938 \$2.50

"Developed from a series of Vanuxem Lectures delivered at Princeton University. In addition to touching the peaks of medical history, the lectures deal with certain subjects of interest to physicians and laymen alike, such as superstitions and cults, neuroses, medical ethics, preventive medicine, leisure and health, and the social outlook in medicine." Industrial arts index

## TRAVEL AND ADVENTURE

BALDWIN, HANSON WEIGHTMAN, 1903-

Admiral death; twelve adventures of men against the sea. Simon & Schuster 1939 \$2.50

Contents: R.M.S. Titanic; Revolt at Kiel; Five against the sea; Torpedoing of the Lusitania; Herndon of the Central America; Endurance; Admiral death; "Sauve qui peut" the horrible wreck of the frigate Medusa; Number 6; Death of an admiral; "Remember always to dare"; Mutiny on the brig Somers

"Readable retelling of 'twelve adventures of men against the sea.' Some familiar material . . . but many of these tales of heroism (and cowardice) will be new to most people. Illustrated." New Yorker

CLARK, SYDNEY AYLMER, 1890-

Ireland on \$50; il. by E. C. Caswell. McBride 1939 \$2.25

Six chapters on Dublin and its environs followed by outlines of tours by train, bus, jaunting car and foot to such points of interest as Kilkenny, Cork, Tipperary, etc.

## COON, HORACE

100 vacations costing from \$50 to \$500; a consumer's guide to holiday spending. Doubleday 1939 \$1.98

A list of holiday journeys at home and abroad, with practical advice on how to enjoy a vacation with a minimum of expense

## FRANCK, MRS RACHEL (LATTA)

I married a vagabond; the story of the family of the writing vagabond; drawings by Charles Child. Appleton-Century 1939 \$2.50

The wife of the travel author, Harry A. Franck, describes her life and adventures as a homemaker and travel companion in the far corners of the earth. She tells of her experiences while traveling with her husband to the West Indies, to Japan, China, and Korea, to Scandinavia, France and England

"In this book she is able to communicate her enthusiasm for traveling to the reader, and her side of the story of her journeys with her vagabond husband and her family of five children makes interesting and diverting reading." Baldwin

## SEATON, GEORGE W.

What to see and do in Mexico; how to get the most out of your trip. Prentice-Hall 1939 \$3.50

"A book which concentrates its attention on the most worth-while things, and tells how these can be seen with the least expenditure of time and effort. . . [It] will tell you how to have a good time in Mexico for various periods ranging from a week to two months." Foreword

## VOCATIONS

## EDLUND, S. W., AND EDLUND, M. G.

Pick your job—and land it! Prentice-Hall 1938 \$3

"An outline of practical principles and methods to follow in order to get the job you want. The advice presented is based on the findings of the Man Marketing Clinic, operated under the auspices of the Sales Executives Club of New York." Publishers' weekly

## SIMMONS, HARRY

Practical course in successful selling. Harper 1939 \$3

"This volume includes all material originally appearing in two previous books—'How to make more sales' and 'How to get the order'—plus one additional chapter, 'Ten tips on quality selling.' All the chapters have been rearranged and reorganized. . . Each chapter has been supplemented by a series of Test Questions and Study Suggestions." Preface

## BOOKS FOR YOUNG PEOPLE

## FISHBACK, MARGARET

Safe conduct; when to behave—and why; il. by Helen Hokinson. Harcourt 1938 \$2

A semi-humorous, common sense book on etiquette based on the primary rule "No one ever made a serious mistake by being kind." A bit of light verse more or less appropriate to the subject concludes each chapter

## GALLINGER, MRS OSMA (PALMER) COUCH, 1895-

Game of weaving, with first lessons in the craft; il. by Dorothy McCloud and Constance Darrow. (International texts in the arts and industries) Int. textbook 1938 \$1

"A text containing 21 elementary lessons, progressing from simple bookmarks to pattern weaving. There is a question box at the end of each chapter to help the child summarize his newly acquired knowledge." Bkl.

## PRYOR, WILLIAM CLAYTON, AND PRYOR, MRS HELEN SLOMAN

Water—wealth or waste. Harcourt 1939 \$2.50

Contents: Water is for people; Most important thing that ever happened; Long time ago; History's highways; How old is fresh water; Water when you want it; Water for fun; Big water; Short cuts; Water is power; Wealth in the water; Water in mining; Water at work; Dirty water; Floods; Flood control; Water and the land; Water makes the farm go; There's water in the air; Everybody's job

## VERRILL, ALPHEUS HYATT, 1871-

Strange animals and their stories. . . il by the author. (Strange animals from nature ser.) Page 1939 \$2.50

"Animals in armor. The land of mar sunials. Topsyturvy creatures. Behemoth of scripture. Giants who took to the sea. Camels of the Andes. The strangest animal of all." Subtitle

"I have tried to include only those mammals which possess some features, characteristics or stories which are particularly strange or interesting, and have made no attempt to treat them from a scientific standpoint nor to differentiate between species. As each group or family of animals usually possesses certain characteristics in common, I have selected the more outstanding and better known representatives." Introduction

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Baldwin, H. W. Admiral death h p  
Bates, R. Sirocco and other stories p  
Beatty, J. Y. The baby whale, Sharp Ears c  
Bebeé, Mrs. C. Just around the corner c  
Bergman, R. Trout p  
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Blackwood, A. Tales p  
Bowman, Mrs. E. S. Land of high horizons. p  
Boyd, J. Bitter creek h p  
Brown, A. A. Log of a lame duck p  
Byron, L. Which way America? p  
Buck, Mrs P. S. The patriot p  
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## Jewish Book Week

### To the Editor:

The thirteenth annual observance of Jewish Book Week will be celebrated throughout the country, May 7-14, in conjunction with the Scholars' festival of Lag B'Omer. Once again American Jewry is provided with an opportunity to consider the achievements, cultural and spiritual, which underlie its contribution to modern life. It is a week dedicated to self-examination, with an appeal to the People of the Book to be worthy of that name, and to carry forward its historic message.

Engaged in the bitter struggle for mere existence, and beset by discrimination, it would be an easy matter for the Jew to allow his voice in defense of truth to be silenced, and to yield to the ruthless forces bent on extinguishing the brotherhood of man. Here the importance of Jewish Book Week becomes evident, as one agency by which all people, young and old, can reassert the enduring values of their heritage.

While this observance covers the whole range of Jewish cultural life and expression, specific emphasis is laid on Jewish books of recent authorship. The past year has seen a number of notable works with which Jews and non-Jews alike should be acquainted. To spur this interest, the cooperation of educational leaders is once again welcomed. We are anticipating, as in previous years, that the pulpit and press will give prominence to the celebration.

A new supplement to the bibliography, *Judaica*, will be issued in time for Jewish Book Week—price 10c. Further information concerning Jewish Book Week may be had upon application to me.

## FILMS OUT OF BOOKS

(Continued from page 546)

Review's list in the order in which the films were ranked is given below and for each film a tabulation was made of how other critics ranked the films—a plus sign for good and a minus sign for poor:

1. The Citadel (38 + 1 -)
2. Snow White and the Seven Dwarfs (48 +)
3. The Beachcomber (26 + 1 -)
4. To the Victor (36 + 1 -)
5. Sing You Sinners (28 + 1 -)
6. The Edge of the World (13 + 2 -)
7. Of Human Hearts (36 + 2 -)
8. Jezebel (28 + 6 -)
9. South Riding (21 + 3 -)
10. Three Comrades (21 + 3 -)

### FILM TEACHES USE OF LIBRARY

Ethel M. Walker, Librarian, has written and directed a 16mm film titled "How Jack Learned to Use the Library." Walter B. Poštula, a social science teacher at Mackenzie High, Detroit made the picture. Miss Walker says:

### SUGGESTIONS FOR JEWISH BOOK WEEK

#### REFUGEE LITERATURE.

- A. Books by refugees.
- B. Books about refugees and the contemporary refugee problem.

#### UNIVERSITY IN EXILE.

- A. Especially commemorating the 60th birthday of Professor Albert Einstein.
- B. Also calling attention to the literary contributions of other European exiles now affiliated with American universities.

#### CHRISTIANITY AND JEWISH PROBLEMS.

- A. Recent messages of President Roosevelt, pertaining to Jewish international affairs.
- B. George Washington's letters to the Jews.
- C. Abraham Lincoln and the Jews.
- D. Pope Pius XI's role as peacemaker.
- E. 50th anniversary of the death of Sir Laurence Oliphant, Christian protagonist of Jewish colonization in Palestine.
- F. Olive Schreiner, quote from her "A Letter on the Jew."

#### JEWISH BOOK COLLECTIONS IN AMERICA.

- A. Jewish Theological Seminary, New York, N.Y.
- B. Library of Congress, Semitic Division, Washington, D.C.
- C. New York Public Library, Jewish Division, New York, N.Y.
- D. Hebrew Union College, Cincinnati, Ohio.
- E. Jewish Institute of Religion, New York, N.Y.
- F. Boston Public Library, Boston, Mass.

#### JUSTICE NATHAN CARDOZO: Great American-Jew Jurist-Legal Philosopher.

#### ISAAC GOLDBERG: Writer, his Life and Works (1887-1938).

#### CLAUDE G. MONTEFIORE, eminent English Scholar, his Life and Works (1858-1938).

#### JESSIE SAMPTER, Zionist, Her Life and Works (1883-1938).

#### 75th BIRTHDAY OF DR. CYRUS ADLER, Jew and Educator.

FANNY GOLDSTEIN, Branch Librarian  
West End Library  
172 Cambridge St.  
Boston, Mass.

"The story of the picture is simple. Jack, a new pupil, decides to visit the school library. He is completely lost there. He doesn't know where he is supposed to sit, how to record his attendance or where to look to find the material he wants to read. Shortly afterward, his English teacher requests a member of the library staff to visit his class and explain how to use the library. From that point on the staff member explains about the use of various reference tools, catalogs, Readers' Guide, Encyclopedias, dictionaries, etc., how to take out books, how to record attendance, etc. She makes these explanations presumably by taking the class with her in an imaginary visit to the library."

### BOOKS AND FILMS

*Books and Films*, edited by Ina Roberts, is now appearing as a department in the *Hollywood Spectator*, 6513 Hollywood Boulevard, Hollywood, Calif. Mrs. Roberts was formerly Publicity Director of the Cleveland Public Library where she did pioneer work in making use of local motion picture showings in order to create demand for related books.

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